

**Sarasota County Public Schools  
2016 – 2017 Charter School Application Process  
Charter Review Committee (CRC) Analysis and Initial Findings – September 15, 2016**

**Athenian Academy Charter Application for a High-Performing Replication**

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 July 28, 2016. The CRC feedback is divided into three categories: 1) Strengths, 2) Deficiencies/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.” This clarification process may not be used to submit new information (not requested) or make 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 “Deficiencies/Concerns/Weaknesses.” Based on the CRC’s evaluation, the weaknesses, deficiencies or missing information identified in the application are considered sufficiently significant that corrections and revisions would constitute a material or substantial amendment to 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 12:00 noon on Wednesday, September 21, 2016.** 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:

<b>Meets the Standard</b>	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.
<b>Partially Meets the Standard</b>	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
<b>Does Not Meet the Standard</b>	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)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

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 (*application page number*)**

The school intends to replicate the high-performing school in Pinellas County. The school’s focus in on a multicultural program using world language instruction, primarily Greek and Spanish.

A well-defined mission statement using a multi-lingual approach focused on Greek and Spanish language, culture and customs as well as creating global citizens who are self-disciplined and intrinsically motivated towards high academic achievement. (pages 2-5)

**Deficiencies/Concerns/Weaknesses: (*application page number*)**

**Significant Deficiencies**

None.

**Concerns/Weaknesses**

The Pinellas school to be replicated indicates it has an immersion program, which is contrary to the mission stated in this application. The application references different models throughout the application – immersion, bi-lingual, language integration. Additionally, the Pinellas school website changed its mission statement last week raising further questions as to the school’s actual model.

It is not evident that the school will fulfill the statutory guiding principles and purpose of a charter school as per s. 1002.33(2). The application does not reference, as required, the content within the application that would support meeting this standard. (pages 2-14)

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
On page 2 it states that “the Athenian Model is undeniably unique in regard to school climate and environment and this fact has not gone without some controversy...” What was/is the nature of the controversy? Please explain.	
Will the exchange teachers from Greece meet our teaching certification requirements both locally and from the state? (page 4)	
What data do you have to support your statement “Science is not a priority in the public school system until grade 5? What do you know about Sarasota County School’s Science program Grades K-5? (page 14)	
What types of Interactive technologies are being referred to in the second to last paragraph? (page 26)	

**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)

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths (application page number)**

The Athenian Academy school plans to serve 254 K-8 students in year one and increase to 640 students by year 5. The projected ESE and ELL enrollment is 5% and 7%, respectively. (page 16)

The school facility is planned to be located in the area of S. Beneva & Fruitville Road. Applicant will be asked to confirm.

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

There is no indication that the school will give enrollment preference or limit the enrollment process as defined in section 1002.33(10)(d) & (e), F.S. The response is a recitation of Florida statutes, which is not a sufficient description. (page 16)

The application does not provide an adequate explanation of how the enrollment projections were developed. The application references 2014-15 Sarasota county-wide enrollment and FLDOE ESE and ELL data. (page 16) However, on page 4 of the application it states that “the school will serve students in the target attendance zone and surrounding areas.”

The applicant made no or little effort to examine the population of students attending the Sarasota County schools surrounding the proposed school site. Therefore, the anticipated percentages of 5% ESE and 7% ELL students are unrealistically low and do not reflect the population of students in the surrounding area. This may impact the school’s staffing plan and budget. (page 16)

The rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years is not fully addressed in the response.

**Concerns/Weaknesses**

A floor plan of the proposed facility is shown as the rationale and basis for increased enrollment over the 5-year period. (pages 16 & 17)

The Pinellas school to be replicated has a larger enrollment at the elementary levels as compared to middle (K-5=353, 6-8=127). The possible reason for the attrition is of concern.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Has the school site been determined, Yes or No? If yes, please specify location.	
Will the school be accepting students from surrounding counties? (page 15)	
On page 4 of the application it states that “the school will serve students in the target attendance zone and surrounding areas.” Please specify the attendance zone relative to the school’s location on the property to be acquired on S. Beneva Road.	
Regarding the Pinellas school to be replicated. What is the current capacity of the school and why does enrollment drop from the elementary to the middle school grade levels at the Athenian Academy School in Pinellas?	
Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table on page 16.	
The enrollment projections show a very high rate of attrition year to year. Please clarify the growth model in Pinellas the proposed school will follow. (page 16)	

**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:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and 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
  - Is likely lead to improved student performance for the school’s target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

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

<b>Strengths (application page number)</b>
Strong ELA block of time daily. (page 18)
Calendar and schedule seems to meet statutory requirements. (page 18)
Student centered learning appears to be the focus and is researched based. (pages 21-22)
The “Terrific 10” provides a positive atmosphere for student interaction. (page 19)
Practical explanations of how differentiation will occur is listed. (page 45)

<p><b>Deficiencies/Concerns/Weaknesses: (application page number)</b></p> <p><b><u>Significant Deficiencies</u></b>                  No reference in daily schedule for ELA remediation/ intervention for middle grade students other than Reading as a required course for Grade 6.</p> <p><b><u>Concerns/Weaknesses</u></b>                  The application does not address Middle Grades career requirement. (page 16)</p> <p>Overall, the response addresses most of the criteria but clarification is needed.</p> <p>It is not clear if the replication school has an immersion, bilingual or foreign language integration program design.</p>
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<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Where in the application is the support that “digital technology is used throughout the school”? (page 19)	
Please explain the variance in weekly minutes for Elementary ELA.	
What professional development will be needed for teachers so that they meet the differentiated needs of students? (page 20)	
On what will the “teacher’s goal projections” be based? (page 23)	

**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 well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

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 (application page number)**

The application provides an appropriate outline of the RtI/MTSS procedure. (pages 43-45)

Specifics for how differentiation in ELA might occur is given. (page 45)

The school proposes to use the Tomlinson Differentiation model. (page 45)

A clear picture of resources and strategies for all content areas is presented.

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

The application does not fully describe the research base and foundation materials that were used to develop/adopt the curriculum. (No response to Section 4.D)



The application does not provide a description of curriculum areas to be included other than the core academic areas. (No response to Section 4.E)

The application does not include a discussion of the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out. (No response to Section 4.F)

**Concerns/Weaknesses**

The information presented in the application is unclear and not well organized. The applicant responds to the questions related to “if the curriculum is fully developed” and to the questions related to “if the curriculum is not yet fully developed.” (pages 26-46)

The application does not address Senate Bill 850, s.1003.4303(3), s.1008.44(b), which requires that by July 1, 2018, on an annual basis, at least 75% of public middle school students will earn at least one CAPE Digital Tool certificate.

References are made to a variety of assessments being used for progress monitoring. However, response lacks specificity and clarity. (page 31)

It is not clear how the math courses are aligned to the curriculum. (pages 32-33)

The progress monitoring plan lacks clarity and specificity related to frequency and duration. (page 42)

The application does not fully address the criteria used to determine acceleration for students at ALL levels or what services will be provided.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Is the school planning to adopt or develop additional academic standards beyond those mandated by the state? If so, please explain.	
Where in the application is the explanation as to how the school will meet the Digital Tool certificates being earned by middle school students and how the school will address this requirement? (page 26)	
What is the “Greek Curriculum approved by the FLDOE” referenced on page 32 and 33? Provide source or reference.	
Briefly describe the research base for Journeys. (page 45)	
Is there an ongoing professional development plan for teachers to master the Tomlinson model? Briefly explain. (page 45)	

**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:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- 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.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

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 (application page number)**

The school has performance goals specific to its mission, such as Greek and Spanish Language course completion rates, Greek language proficiency, family and community engagement. However, annual targets are not stated and/or goals are not presented in measureable terms. (pages 47-48)

The school proposes to follow Sarasota’s Student Progression Plan (page 49). Although there is some lack of alignment of the school’s plan to that of Sarasota’s.

The school is replicating a high performing model and has described its processes for data driven instruction and year-long data monitoring (pages 47-52). There is evidence that a range of assessments will be utilized (pages 51-52).

**Deficiencies/Concerns/Weaknesses: (application page number)****Significant Deficiencies****Performance Goals**

The academic goals do not reflect high expectations for students. The applicant used 2015 data rather than more relevant 2016 data to establish baselines (page 47). The school's student achievement targets based on 2015 as the starting point will result in performance goals/targets for 2017 that do not reflect high expectations for students.

The application does not provide annual measurable goals for academic growth and improvement that students are expected to show each year and the rationale for those goals (pages 47-48), specifically:

- Goal 1: The ELA and math annual goals are based on the percent of students in scoring in the top quartile on the FSA, using the 2015 FSA as the baseline, rather than setting targets based on the 2016 FSA Achievement Levels. By limiting goals/targets to increase the percentage of students scoring at the highest level, the school is neglecting student who are Levels 1 – 3 students. The school could attain the goal yet have an unacceptable high percent of students who are not proficient (Level 1 and 2). E.G., if in year one 35% are in top quartile it is possible that 65% or 50% or however many might be in Level 1 or Level 2.
- Goal 2: One year's growth is not defined in measurable terms.
- Goal 3: Specific annual targets are not set for the Science goals
- Goal 4: The specific target and the amount of improvement expected each year is not clearly stated for the Algebra EOC goal.
- No performance goals are set for grades K -2
- No performance goals are set for social studies

**Placement and Progression**

The information in the application does not describe the school's student grade level and course placement procedures – instead, the application quotes statutory language about legal requirements for school attendance, transfers, immunization requirements, etc. (p. 49)

The application does not address the promotion standards or the criteria for promotion from grade to grade. (page 49)

The school does not allow retained 8<sup>th</sup> graders to repeat 8<sup>th</sup> grade at their school. The application states that “Students may not repeat grade 8 at the Athenian Academy.” (Attachment Athenian Academy Parent/Student Handbook)

It appears that course recovery is not offered by the school. The school's way to assist a student who, after intervention, is failing a course is to refer the parent/student to FLVS (“it is the parent's responsibility to contact FLVS and enroll the student...”). This process is not in the district's SPP. (page 50)

The application does not address how placement and promotion criteria will be communicated to parents and students. (No response to 5. F on page 50.)

**Assessment & Evaluation**

The application does not provide a full description of how student assessment and performance information will be shared with students and with parents. The response is mostly copied board rule 6A-6.0788 verbiage and a listing of items. (pages 54-55)

**Concerns/Weaknesses**

**Placement and Progression**

The applicant plans to follow the district’s SPP, yet some of the procedures described in the application are not in alignment with those of the district’s SPP. It is the responsibility of the applicant to become familiar with Sarasota’s plan prior to committing to adhere to our policies. (page 49)

**Assessment & Evaluation**

The assessment calendars are two years old. The applicant should have included the most recent, the 2015-16 calendars rather than the 2014-15. (Appendix F in template under tab D in application)

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Why did the applicant chose to set metrics based on the quartile distribution of FSA scores rather than on the Achievement Levels, as the FSA scores are reported? (page 47)	
Why is the state/federal nondiscrimination employment policy presented in the middle of the narrative dealing with student placement? (page 50)	
Did the applicant review Sarasota’s Student Progression Plan prior to committing to following the district plan? If so, explain the discrepancies and lack of alignment reflected in the application.	
What are the specific middle school Greek courses (course codes) to be offered?	

**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:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- 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 through the IEP process.
- 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 projections.

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 (application page number)**

An educational philosophy of entire staff ownership of all students; and a commitment to collaboration between teaching staff, support staff and administration in order to support students with disabilities is expressed throughout this section. (page 59)

The applicant has a plan to implement MTSS (pages 43-45) and engage in the problem solving process. Data analysis will be used to determine a struggling student’s response to intervention. (pages 57-58)

**Deficiencies/Concerns/Weaknesses: (application page number)****Significant Deficiencies**

The application does not present a realistic enrollment projection for Students with Disabilities (SwD) and a staffing plan that aligns with the projections. (page 15)

There is concern that students with disabilities may NOT have an equal opportunity of being selected for enrollment because the student enrollment application asks for the student's ESE status prior to acceptance, which is a Civil Rights violation. Specifically, page 58 states "information in regards to disabilities is not known to the school prior to enrollment..." yet the application for enrollment requests information about the student's ESE and IEP/504 status prior to the acceptance for admission/lottery process (page 58, Attachment S, Enrollment Application). The student application form on the Pinellas school's website also requests IEP/504 information.

The application does not fully address the school's plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504. (page 62, Section 6.H lacks a response)

The rationale for the proposed staffing plan is not supported in the budget. For example: the application references employing ESE teachers but there is only an ESE Specialist in budget (page 61) and references a Gifted teacher not included in the budget (page 64).

Given the dedicated number of ESE staff projected, it is unrealistic to expect the school will have the capacity to provide the continuum of special education services described in the application.

**Concerns/Weaknesses**

The description of how the school will evaluate the overall effectiveness in serving exceptional education students lacks essential details. The non-response is a list of measures. (page 63)

The Pinellas school to be replicated relies on the Pinellas central office to provide ESE-related services, therefore the school is reliant on district staff to ensure that SwD receive appropriate services and to ensure compliance with federal and statutory requirements. In Sarasota charter schools directly receive their IDEA funding and are fully responsible for meeting the educational and service needs of the students. Therefore, the applicant may not have a deep and comprehensive understanding of these requirements.

The instructional strategies to serve gifted and talented students is the "one day a week pull out" model. Although not entirely unacceptable, it is not the model used in Sarasota because district ESE experts believe the pull-out model is not best practice. (page 64)

The applicant's projection of the ESE student population appears low in comparison to the district's 14% ESE student population in 2015-16. The application's estimate of only 5% (or 12 students) falls far below the potential number that may enroll, 14% (or 35 ESE students). The Sarasota schools surrounding the proposed school site averaged a 19% ESE population. (pages 15 and 61)

It is unclear if there is an adequate understanding of inclusion services and resource services 40-80% (page 60) vs. separate class services at 0-39% (page 63).

The plan to provide a continuum of support for students with significant emotional behavioral disabilities lacks essential detail and is unclear. (page 61)

**Comment**

The applicant is not familiar with Sarasota’s model. Please be advised.

- District personnel do not attend Tier 3 problem solving meetings as stated on page 60.
- The sponsor does not attend IEP meetings as stated on page 58.
- The sponsor does not dictate if and when an ESE student should be transferred to another school.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Is it realistic to have 1 ESE Specialist perform all these duties? Please comment. (page 57)	
The application states that the school will serve SwD in regular education, resource and separate class placements (pages 61, 63) and that Athenian Academy “will not deny enrollment to a student based upon their disability or the school’s ability to provide the services stated on the IEP”. Please confirm. (page 62)	
Briefly expand on the reference in the application to the “validated progress monitoring system” used to measure the effectiveness of instruction and interventions. (page 58)	
Is the school planning to serve SwD students whose education needs require a separate classroom with less than 40% of instruction occurring with non-disabled peers? Please clarify. (page 61)	
What is a contracted or employed Compliance Educational Diagnostician? What are these duties in comparison to the ESE liaison duties? Please provide a copy of the contract used in Pinellas for the Compliance Educational Diagnostician (referenced on page 58).	

**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)(f)

**Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan 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.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

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 (*application page number*)**

The applicant makes a great effort in presenting a comprehensive plan with an intent to meet the linguistic, academic, and cultural needs for English language learners (ELL).

**Deficiencies/Concerns/Weaknesses: (*application page number*)**

**Significant Deficiencies**

The application makes no mention of state adopted WIDA Standards in this section.

In some cases, the school’s practices for ELL identification, placement and exit into/from ESOL are not sound or are in violation of federal regulations. (page 70)



The application does not provide a realistic ELL enrollment projection and a staffing plan that aligns with the projections (page 71). In the application the school expects to have 7% ELL student population. Given the demographics of the surrounding area, the school may have closer to 19% ELL. (page 71)

**Concerns/Weaknesses**

The Home Language Survey timeline for screening is not in accordance to District ELL Plan or Consent Decree. (Attachment in application)

The proposed school plans to follow Sarasota’s ELL plan, however, it is apparent that the applicant has not reviewed or become familiar with the district’s plan because procedures described in the application (as implemented in the Pinellas school) are not those of the district.

It may be the case that the Pinellas school receives extensive support from the central office to provide ELL services. If so, the school may not be sufficiently self-reliant to implement required procedures and ELL services.

The initial identification of ELL and the ESOL program placement process is not clearly elaborated in the application. (pages 65-70)

The English language proficiency yearly assessment is not addressed and exiting criteria based on state rule are not present in the application.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
How will WIDA standards be implemented to ensure academic success and equitable access to core curriculum? (page 67)	
Please clarify the use of the dictionary as a testing accommodation. (page 66)	
What is the school’s responsibility for parent notification of program placement? (page 67)	
What are the required teacher ESOL compliance and timelines for completion? (page 71)	

**8. School Culture 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.

**Evaluation Criteria:**

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

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

**Strengths (application page number)**

The school’s uniform policy is a plus for parents and staff. (page 73)

The culture that the applicant seeks to build for its school community is consistent with the school mission. (pages 72-74, and Attachment “Proposed discipline policy or student code of conduct”)

The applicant’s proposed school-wide classroom behavior management system appears to be a creative way to have individual students not only be accountable for their behavior but it also could provide an opportunity for classmates to work together to create a respectful and harmonious learning environment. (Attachment “Proposed discipline policy or student code of conduct”)

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

The applicant failed to provide details on each key stakeholder’s role in the implementation and execution of the school-wide behavior management system. (pages 72-73, Attachment “Proposed discipline policy or student code of conduct”)

The applicant failed to provide details regarding how discipline consequences would align to behavior infractions. (pages 72-73, Attachment “Proposed discipline policy or student code of conduct”)

The applicant did not include details describing the dismissal process that will be followed when monitoring students for noncompliance of school and classroom expectations. (page 74, Attachment “Proposed discipline policy or student code of conduct”)

**Concerns/Weaknesses**

There are inconsistencies in the proposed approach to student conduct and discipline. The school proposes to follow the district’s code of conduct policy AND also the Athenian Academy’s code of conduct (Appendix G placed under tab F). The two plans do not align. If a blended model is desired, the applicant failed to identify the specific elements of Sarasota’s policies and procedures the school plans to adopt and those they will not (page 74, Athenian Academy Student Code of Conduct).

Insufficient information is provided about how the code of conduct will apply to students with special needs. (page 74)

The parents’ right and option to access the school’s parent liaison is not included in the described grievance procedures. (Attachment G, Student Code of Conduct)

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Please declare your intent: will the school follow Sarasota’s Code of Conduct or the Athenian Academy’s Code of Conduct?	

**9. Supplemental Programming**

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

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"/>

<b>Strengths</b> ( <i>application page number</i> )
The school will offer a variety of activities free to parents and students. (page 75)

<b>Deficiencies/Concerns/Weaknesses:</b> ( <i>application page number</i> )
<u>Significant Deficiencies</u> None.
<u>Concerns/Weaknesses</u> The evidence of adequate funding for supplemental program activities is weak. (page 75)

Areas in Need of Additional Information and/or Clarification ( <i>application page number</i> )	Charter Applicant’s Response
Where in the budget is the line item to cover the costs to the <u>school</u> for the “free” extra-curricular activities for parents/students listed on page 75?	

## 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.

### 10. 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:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

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"/>

<b>Strengths (<i>application page number</i>)</b>
The school’s existing legal status is provided in the application. (page 76, Attachments)
Bylaws & Code of Ethics are provided and are well-written and comprehensive. (Attachment)

The board appears to understand and is willing to implement open meetings and record laws. (pages 78-80)

Board application processes are well-done. (pages 80-81)

The current Athenian Governing Board in Pinellas will also serve on the Board for the Sarasota school. A member of the Sarasota community will be added to the governing board. (pages 80-82)

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

Of its own accord, the roles and duties of the governing board as stated in the application are clear and appropriate. However, in light of the roles of the school leaders and of the ESP (described in Section 11 and Addenda B), the delineation is not clear. Because the operational model proposed for the Sarasota school is different from that of the Pinellas County school, one cannot generalize and make the assumption that the structure and delineation of roles between governance and management will be sound and legal. (Section 10: Governance, Addenda B: ESP, Attachment EE – draft ESP Contract)

The policy and plan for dealing with conflicts of interest contains inconsistencies and particular provisions appear to be in violation of Florida Statutes pertaining to governance.

The grievance process does not appear sufficiently adequate to address parent/student concerns. The application does not include the parent liaison as a step to resolve a problem and grievances may be referred to the ESP for conflict resolution. (pages 85, 86)

**Concerns/Weaknesses**

The By-Laws show Mr. Veloudos, the business manager from Theopisti LLC (not board member), as the chairperson of the board (By-Laws, Attachment J) which is an illegal structure for a governing board.

On the *Board Members Information sheets* - the board members did not articulate their involvement in the ESP selection process. The Pinellas school does not use an ESP. It is not clear if it is understood that the existing management contract with the business manager cannot roll-over into an ESP.

The application states that the Athenian Academy Governing Board voted on the ESP management contract but the CRC could not locate the board meeting minutes on the Pinellas site that indicate this action.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant's Response</b>
Does the board plan to hold Board meetings in Sarasota County? (page 78)	
In the By-Laws it states that the majority needed for quorum is 2 for a 5 member board, which is not a majority. The application states membership may range in number from 3 to 11 members. If the board consists of only 3 members and one position is vacant or a member is absent a quorum will not be possible and will impede/delay board action. (P. 80, Appendix J)	
Describe how board members have been and will be selected including term limits and selection of officers. (page 81)	
According to the application the ESP, contracted by the board, will provide bookkeeping and financial forecast services. Please clarify the role of School Financial Services, Inc. (SFS). Who does SFS contract with and for what services? (page 82)	
Will all of the governing board members of the Pinellas school also serve on the Sarasota Board? What new board members will be recruited in May as indicated in the timeline of the start-up plan? (pages 82 and 124)	

**11. Management and Staffing**

The Management and Staffing 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:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional 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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths (application page number)**

The application identifies the governing board as having final authority for financial, ethical, and appropriate governance.

The projected number of teachers appear to conform to class size amendment requirements.

The application does include a descriptive and thorough job description for the school leader. The minimal requirements for recruiting meet the qualifications.

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

The staffing is not viable or adequate.

The staffing plan does not align with other sections of the application and is not supported in the budget. For example:

- Assistant School Leader shown in the Organizational Chart for first year is not in the budget. (Attachment M)
- First year lists paraprofessionals, however positions are not in the staffing plan and not in the budget. (Attachment M)
- Contracted or employed Diagnostician does not appear in the budget. (page 58)



- ESE Team Teacher is not in the budget. (page 59)

The application does not address retention of highly-qualified instructional staff as required in this section.

**Concerns/Weaknesses**

The credentials of teachers are not included therefore it is not possible to ascertain whether the correct certifications are being sought by recruitment efforts to cover the many course codes that will be needed to teach K-8 (core subjects), ESE, ESOL, ELL , and the Languages of Spanish and Greek.

The staffing list does not include mentioned positions that are also on the organizational chart, such as paraprofessionals.

The application does not include complete descriptions for any positions other than the school leader, the other referenced positions are merely a list of duties.

The application does not appear to have a sound plan for recruiting highly-qualified and appropriately-certified instructional staff. The application does list many recruiting resources such as teacher to teacher job posting and educational weekly, however no sound plan for local efforts (except in addressing Spanish teachers), certification expectations, job fairs, college recruiting, minority recruiting plan or any other concrete plans.

The application does touch on how teachers from Greece will be recruited, however the response minimally addresses the exchange program and speaks briefly about transportation, housing and orientation for the Greek Teachers Exchange Plan.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
Please clarify teacher certification requirements for middle school teachers. (page 16)	
On the organization chart for 2017-18 it appears that the school leader reports to the ESP and the board? Please clarify. (Attachment M)	
What are the teacher qualifications/certifications for 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers?	
Is the expectation that teachers will be dually certified in Greek/Spanish foreign language and a core subject area?	

**12. Human Resources and Employment**

The Human Resources and 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 clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

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 (*application page number*)**

The relationship with the Greek Education Department for the Greek Teacher Exchange Program is unique to the school model. (page 4)

The application shows a competitive starting salary for teachers of \$37,000 with educational supplements of \$2,180 for a masters degree and \$3,350 for a doctorate.

The school will provide 401k plans after the first year of employment and will match 100% up to 6% annually.

**Deficiencies/Concerns/Weaknesses: (*application page number*)**

**Significant Deficiencies**

The application did not include a benefits packet that shows how it will attract and retain quality staff. The only reference to benefits found on page 92 states that full time employees are eligible for “up to” \$500.00 per month. The criteria for eligibility is not provided.

**Concerns/Weaknesses**

The application states it will use a state D.O.E approved evaluation plan for both instructional and administrator evaluations. However, the applicant does not outline the plan, included only one attachment for the instructional observation portion of the evaluation. A charter school must be a member of the Florida Consortium for Charter Schools in order to access this plan, however no evidence of membership was provided.

The application did not address and effective plan to address any leadership or staff turnover, the response was that department heads and key team leaders are cross trained.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant's Response</b>
Please provide a copy of the benefits plan used for staff in the Pinellas school.	

**13. Professional Development**

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

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><b>Strengths (<i>application page number</i>)</b></p> <p>The school plans to use the resources offered by the Florida Consortium of Public Charter Schools (FCPCS).</p> <p>The school leadership and staff are required to participate in FCPCS’ Florida Principal and Teacher Academy. (page 95)</p>
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<p><b>Deficiencies/Concerns/Weaknesses: (<i>application page number</i>)</b></p> <p><b>Significant Deficiencies</b> None.</p> <p><b>Concerns/Weaknesses</b> The application does not provide a description of how the effectiveness of the professional development will be evaluated. (page 98)</p>
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<p><b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b></p> <p>As requested in Section 13.A.4, briefly describe (or indicate where in the application this information is provided) the expected number of days or hours for professional development throughout the school</p>	<p><b>Charter Applicant’s Response</b></p>
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<p>year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. (pages 98-99)</p>	
<p>On page 99 there is reference to the minimum number of courses required by teacher contract and indicates the “required courses listed below.” There are no courses listed.</p>	
<p>How will collaborative planning time be scheduled and used? (page 98)</p>	
<p>How will the effectiveness of the professional development be evaluated? (page 98)</p>	

**14. 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.
- A plan and process that will likely result in the school meeting its enrollment projections.

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 (*application page number*)**

The lottery process is well described and meets applicable laws. (page 102)

**Deficiencies/Concerns/Weaknesses: (*application page number*)**

**Significant Deficiencies**

Based on the information presented in the application it is not evident that the school’s enrollment and admissions process will be open, fair, and in accordance with applicable law. (pages 100-103)

The student application form is inappropriate in that it requires that parents submit information about their child that may impact the student’s opportunity and equal chance to enrollment into the school. Specifically, the enrollment form requests that the parent provide information about the student’s race, ethnicity, and asks for information about the student’s ESE status, and behavior and discipline matters. (page 101 and Appendix S)

The application does not clearly state if the school will limit enrollment to target any specific group of students as defined in section 1002.33(10)(e)(1 – 7). The response merely states that enrollment preferences/targets will be “those allowed by law” but does not indicate which one of the several allowable provisions. (page 101)

**Concerns/Weaknesses**

The responses provided in this section consist of quoted language from Florida Statutes. (pages 100-101)

The application does not fully address how the school will achieve a racial/ethnic balance representative of the community. (page 101)

The application does not provide the enrollment timeline, as requested in Section 14.C. (page 101)

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant's Response</b>
Other than limiting enrollment to grades K-8, will the school limit enrollment to target any specific group of students as defined in section 1002.33(10)(e)(1 – 7)? If so, please indicate which population as defined by (e)(2), (e)(3), (e)(4) (e)(5), (e)(6) and/or(e)(7).	
What are the specific dates/weeks for the open-enrollment windows? (page 102)	
Requiring that parents respond within 72 hours of receiving notice to accept placement is not sufficient and may inadvertently affect low income and minority parents. (page 102)	
Please explain the comment “the School’s lottery process will follow the time line of the district.” (page 103)	

**15. Parent and Community Involvement**

The Parent and Community Involvement section should provide a broad overview of the school’s plans to encourage and support parental and community involvement.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school’s mission and provisions of the educational program. A detailed plan may be developed following approval.

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"/>

<b>Strengths (<i>application page number</i>)</b>
None.

<b>Deficiencies/Concerns/Weaknesses: (<i>application page number</i>)</b>
<p><b>Significant Deficiencies</b> The applicant did not provide evidence of parent or community interest or demand for the school or, support from Sarasota community partners.</p> <p><b>Concerns/Weaknesses</b> Sarasota is considerably a distance away from Tarpon Springs, therefore several of the established community resources that are currently available to parents/students of the Clearwater school will likely not be available to parents/students in Sarasota. (page 105)</p>

<b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b>	<b>Charter Applicant’s Response</b>
Will the community business partners from Tarpon Springs also serve as partners for the Sarasota school? (page 105)	
Please provide any existing evidence of demand for the school or support from intended Sarasota County community partners.	



**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.

**16. 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:**

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school’s opening OR a timeline to ensure the facility will be in compliance and ready by school’s opening.
- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

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 (application page number)**

The applicant appears to have identified a site for the facility and plans to enter into a facility financial program with Building Hope to lease the school. (page 106)

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

The application does not provide sufficient evidence that the facility will be appropriate and adequate for the school’s program and targeted population. (pages 106-107)

A letter from School Financial Services (SFS), a for-profit corporation, states that payment for one third of the fees for services will be deferred if the school shows a deficit in year one. According to the proposed budget the school will not be in the red. Thus the “revenue” becomes a loan rather than an in-kind donation. (page 112 and SFS letter in attachment)

**Concerns/Weaknesses**

The facilities information presented is incomplete within this section of the application and inconsistent with other sections of the application. It appears that the property for constructing the school facility is identified but the applicant responded to the questions corresponding to the section “If the site is not yet acquired.” (page 106) Therefore, much of the required information is not presented.

- The specific location, size and layout?
- Costs for the facility? Lease from Building Hope? Does it include furniture & equipment?
- Operating costs? Are they included in the lease? Separately? Budget has separate fees for building lease, operation and maintenance.

It is not evident that the school has the necessary resources to fund the facilities plan. A letter from Building Hope is submitted as evidence of funding, however, the letter is a confirmation that Building Hope will provide a lease to the applicant. It is not clear if the Building Hope organization will purchase the land, build the school, and/or lease the building to Athenian Academy. There is no draft lease agreement provided as requested in the application.

The proposed time frame to build the school in 7 months appears unrealistic. (page 107)

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
The application states, “These costs are based upon the proposed land purchase price with actual historical data of job costs from comparable charter school facilities.” Please indicate where in the application the detailed information is located. (page 106)	
Who is the local developer/contractor?	
Please provide a draft copy of the lease agreement with Building Hope.	

**17. 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:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance 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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths</b> ( <i>application page number</i> )
None.

<b>Deficiencies/Concerns/Weaknesses:</b> ( <i>application page number</i> )
<p><b>Significant Deficiencies</b>                  Transportation may be a barrier for students residing within a reasonable distance of the school. If buses have limited seats, parents are advised to provide their own transportation.</p> <p><b>Concerns/Weaknesses</b>                  The application does not address required transportation reporting requirements other than making a reference to Chapter 234 Requirements. (page 108)</p> <p>The application does not specify reasonable distance as per F.S. 1002.33(10)(e)(4).</p> <p>The application references 3 ways to provide transportation – private provider, contract with district and with parents. No detail is given as to which method will be used. (page 108)</p>

<b>Areas in Need of Additional Information and/or Clarification</b> <i>(application page number)</i>	<b>Charter Applicant's Response</b>
The \$25,000 budget for bus purchase seems insufficient given that the district spends over \$100k per bus. Please clarify.	
The application states that a survey will be conducted to determine highest areas of need for transportation. Was such a survey used for the new Clearwater location of Athenian Academy? Please provide a copy of the survey.	

**18. 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 and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

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"/>

<b>Strengths (<i>application page number</i>)</b>
The school will participate in the National School Lunch Program (NSLP). (page 109)

<b>Deficiencies/Concerns/Weaknesses: (<i>application page number</i>)</b>
<b>Significant Deficiencies</b> None.
<b>Concerns/Weaknesses</b> If the school desires the School Board of Sarasota County Food and Nutrition Services to provide meals, the expectation is that the school will promote school meals, discourage meals from home, and agree to a minimum number of meals served each day.

<b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b>	<b>Charter Applicant’s Response</b>
On page 109 it is stated, “The school has a food allergy plan in place for students with life threatening allergies.” Please describe the plan and who will administer the plan.	

<p><u>Comment Only.</u> A statement is made that the school will pay fees to the School Board for food delivery (page 109). For your information, the school must make arrangements to pick up food from an area school, mutually agreed upon with Food and Nutrition Services.</p>	
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**19. School Safety and Security**

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

**Statutory Reference(s):**

s. 1002.33(7)(a)11.

**Evaluation Criteria:**

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

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"/>

<b>Strengths (<i>application page number</i>)</b>
None.

<b>Deficiencies/Concerns/Weaknesses: (<i>application page number</i>)</b>
<p><b>Significant Deficiencies</b>                  The response to this section shows lack of preparation on the part of the applicant. The Safety and Security Plan provides minimal details. The application makes reference to following the guidelines for Lee County. (page 110)</p> <p><b>Concerns/Weaknesses</b>                  The plan lacks details regarding the inspection and maintenance of playground equipment.</p> <p>The plan lacks details regarding the school’s Emergency Crisis Plan.</p>

<b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b>	<b>Charter Applicant’s Response</b>
What type of security personnel will the school hire or contract with? (page 110)	

<p>Clarify the number of drills and what types of drills will be part of the plan.</p>	
<p>Will the playground equipment be inspected?</p>	
<p>Per state statute, where in the application is the emergency operation plan?</p>	
<p>In addition to a valid ID and visitor’s badge, what screening/background check is used to check for registered sex offenders? How do you check visitors to ensure compliance with the Jessica Lunsford Act?</p>	



**20. 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 that are consistent with and support all key aspects of the application, including the school’s mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

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 (application page number)**

The Greek Education Department pays the salary and benefits for teachers participating in the Greek Teacher Exchange Program at the Athenian Academy charter school.

The applicant understands that the state Charter Start-Up Grant is competitive and does not include the possible grant funds in the operating budget. (page 111)

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

The budget projections do not support all key aspects of the application, specifically, components of the educational program and the staffing plan. For example: ESE teachers and the Gifted teacher are included in the staffing plan but funding for the positions is not identified in the budget - only the ESE Specialist position is listed in the budget. (Section 6 ESE, Section 11 Management and Staffing, Section 20 Budget)

It appears that the ESP will donate \$75,000 for fees in year one of operation. No evidence of this commitment (MOU) is provided. Furthermore, the ESP management contract does not appear to include this provision. (page 112, Attachments X.1, Z.3 and EE)

The application states School Financial Services, a for-profit corporation, will donate 1/3 of its fees for the first year of operation. The budget shows this \$20,000 as start-up revenues. The SFS letter provided states it will defer payment and, only forgive a portion of the fee if payment causes a budget deficit in the first year. According to the financial information presented, the Athenian Academy will not be in a deficit and will be obligated to pay fees for SFS services. (page 112)

Several contracts for services will be issued but the services to be provided are unclear and some services appear to overlap. The ESP, SFS and 3<sup>rd</sup> party audit are stated, but vague references to other contracts for financial services and HR services, are shown in the budget but are not described or explained in the application. (page 113, attachment X)

**Concern/Weaknesses**

The responses Section 20, Budget, lack meaningful detail and require important additional information. The application references several budget documents that are not included in the application. (pages 111-112, Attachment Z)

The application does not provide evidence of funding from the Greek government to pay for the exchange teacher salaries. (page 112, Attachment Z)

Insufficient information is provided about the nature and terms of Building Hope loan repayment schedule.

The commitment letter from Building Hope Foundation does not address the \$20,000 Start Up Loan specifically, or year 1 and year 2 FF& E.

The application states that after the first year of operation, budget updates will be provided to the school’s governing board on an as needed basis. This is not good practice: at a minimum quarterly updates to the Board should be provided. (page 115)

There is concern about the school’s plan to postpone payments to vendors in the event the school experiences cash flow issues. (page 115)

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
On page 112 the application references Attachment Z.4 as evidence of funding for the Greek Teacher Exchange Program. Please indicate where this information is provided or provide another copy of Attachment Z.4.	
The MOU letter from the Building Hope Foundation does not address the \$20,000 Start Up Loan specifically, nor does it address year 1 & 2 FF& E. It appears that Attachment Z.2 is missing? Please clarify where this attachment is or provide the information. (page 111)	

<p>Please provide a copy (or draft) of the loan repayment schedule? It appears that Attachment Z.2 is missing? Please clarify where this attachment is or provide a copy.</p>	
<p>Please explain the expected 50% participation rate in Health Insurance. The Sarasota district has over 90% participation when the district pays 100% of cost. (page 112) Please clarify.</p>	
<p>The proposed starting salary for a bus driver is \$10/hour. In Sarasota drivers earn \$13.34/hour and we have job vacancies. The anticipated cost for a school bus cost is \$25000, which is considerably low. Please clarify the basis for these expense estimates. (page 114)</p>	
<p>The ESP Management contract Exhibit 3 is for contracted services at a 2% fee. What type of service will this contract cover? Who issues this contract, the ESP or the school? (page 35)</p>	
<p>Who will be running the enrollment lottery and how will the expense be covered? (page 124)</p>	
<p>Does Theopisti LLC contract with School Financial Services? If so, for what services. (page 134)</p>	
<p>What specific services are provided by the “Contracted Services – Finance” and “Contracted Services – HR” (shown in the budget) that are separate and apart from the finance and HR services to be provided by the ESP and SFS? (pages 112-113, Attachment X.1)</p>	

**21. 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, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

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 (application page number)**  
 The financial oversight plan (protocols) are well written and comprehensive.

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**  
 None.

**Concerns/Weaknesses**  
 The application does not provide a clear or comprehensive description of the services to be outsourced other than to state, “The ESP will handle these services.” (page 121)

<b>Areas in Need of Additional Information and/or Clarification</b> <i>(application page number)</i>	<b>Charter Applicant's Response</b>
Who will own furniture and equipment – Building Hope or the ESP? How will this be segregated to assure appropriate tracking of these assets for Athenian Academy?	

**22. Start-Up Plan**

The Start-Up 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"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strengths (<i>application page number</i>)</b>
None.

<b>Deficiencies/Concerns/Weaknesses: (<i>application page number</i>)</b>
<b><u>Significant Deficiencies</u></b> None.
<b><u>Concerns/Weaknesses</u></b> The action plan is not very detailed; does not speak to provide flexibility for addressing unanticipated events. (page 124)  June is very late in the year to acquire instructional materials prior to opening of schools.

<b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b>	<b>Charter Applicant’s Response</b>
The open-enrollment process is not included in the timeline. When will open enrollment windows occur?	
Regarding the task of securing a facility, the chart shows the item as “completed” and refers the reader to the Facilities Section in the	

<p>application. However, the timeline/schedule on page 107 for securing and acquiring the site indicates that several key tasks are not yet completed. Please reconcile the conflicting dates. (pages 107 and 124)</p>	
<p>The tasks of “establishing financial procedures” and “securing contracted services” are shown as “complete” on the chart. What are they? Provide documentation as evidence of task completion. (page 124)</p>	

**Addendum**

**Addendum A: Replications** N/A

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

**Statutory Reference(s):**

s. 1002.33(6)

**Evaluation Criteria:**

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

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

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

<b>Strengths</b> ( <i>application page number</i> )
n/a

<b>Deficiencies/Concerns/Weaknesses:</b> ( <i>application page number</i> )
n/a

<b>Areas in Need of Additional Information and/or Clarification</b> ( <i>application page number</i> )	<b>Charter Applicant's Response</b>
n/a	



**Addendum A1: High-Performing Replications**

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

**Statutory Reference(s):**

s. 1002.331

**Evaluation Criteria:**

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

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

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

**Strengths (application page number)**

The applicant submitted this application as a “High-Performing Replication.” The proposed school will be a replication of the Athenian Academy in Pinellas County, Florida, located in Clearwater. (page 126)

COMMENT ONLY: In order to be designated as a “High-Performing Charter School” the school must earn two “As” and no less than one “B” for three consecutive years and be in financial good standing. The Commissioner designated the Athenian Academy Pinellas school as high performing in July 2014. The school grades history for the Pinellas School is: 2012 – A, 2013 – B, 2014 –A, 2015 – B. Schools were held harmless based on the 2015 data because the 2015 FSA results are considered baseline. The 2016 school grade for Athenian Academy is withheld and not available at this time.

**Deficiencies/Concerns/Weaknesses: (application page number)**

**Significant Deficiencies**

Applicants submitting a high-performing replication application are required to complete Addendum A1. The narrative and information presented in Addendum A1 is no more than a page and a half, shows a lack of preparation and lacks meaningful details. The applicant does not present compelling evidence that they have the capacity to open and operate a successful school in Sarasota. (pages 126-127)

The application lacks a comprehensive and detailed description of the current school’s educational design (within the application) and does not support how the proposed school will be substantially similar to the high-performing school that is being replicated. (page 126)

The applicant’s projected student population for Sarasota will be substantially different than the student population in the Pinellas school that is being replicated. The percent of ELL and ESE students living within proximity of the proposed school site is significantly higher than what is proposed in the application and significantly higher than ESE and ELL enrollment in the current school in Pinellas. The application’s staffing plan, programs, and services may not be sufficient to meet the needs of the ESE and ELL students at the Sarasota school. (page 127)

It appears that the employees of the “future” ESP will be the ones involved in starting and operating the school that is being replicated. The Pinellas school is not managed or operated in this manner. The operational model is therefore quite dissimilar. There is no mention of the governing board taking an active part in the establishment of the proposed school. (page 127)

It appears that the operations and business plan for the proposed Sarasota school are considerably different from that of the school to be replicated.

**Concerns/Weaknesses**

The ESE service model in Pinellas is not being replicated in Sarasota. In Pinellas, the central office provides ESE services to the school. In Sarasota, charter schools receive IDEA funding and are responsible for ensuring that ESE students receive appropriate services. The applicant may not have the expertise/experience to serve students here; it is not the same “student services” model.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant’s Response</b>
None requested.	

**Addendum B: Education Service Providers**

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

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

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP’s previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP’s organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school’s governing board and the ESP, structured to ensure a clearly defined arm’s-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school’s governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

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"/>

<b>Strengths (<i>application page number</i>)</b>
None.

**Deficiencies/Concerns/Weaknesses: (application page number)****Significant Deficiencies**

The application lacks a clear explanation of the reasons for contracting with an education service provider (ESP). The Applicant merely indicates that it seeks to contract with an ESP rather than operate the school directly for the following reasons: "Expansion into another County; Enrollment Projections; Established working relationship." (page 128)

No response is given as to how and why the ESP was selected. No description is given of the due diligence by the governing board to assess the capacity of the ESP. The application states that the governing board considered other options, however there is no description of what those options were or why they were rejected other than to indicate one prior experience with another company. Rather, it appears from the application that the applicant simply chose to contract with an entity run by its current employees based upon "established working relationships." There is no real analysis of the need for an ESP or, if one exists, any data based analysis of why the proposed ESP was selected as opposed to any other.

There is insufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school. While the applicant has ongoing relationships with the principals of the proposed ESP, these relationships are in substantially different roles. Ms. Hershelman and Ms. Tavoularis are employed by the applicant as the two primary administrators of the Pinellas County school and Mr. Veloudos, perhaps through Theopisti LLC, is the school's business manager. It does not appear that the newly created ESP has ever managed any other charter school. Certainly, the application does not show any evidence that it has done so. There is, therefore, no evidence that this ESP has been successful in operating a charter school. While the individuals involved with the ESP have experience in the Pinellas school, that experience is as full-time employee-educators, a substantially different role than the one proposed they will assume with respect to the Sarasota school.

The application does not include the organization chart for the ESP, as required of the application. Although the application states that the ESP intends to build capacity (grow to a "full ESP") it does not provide the 5-year growth plan.

The application does not provide a comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).

There is no evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance. ESP performance goals are not addressed in the contract.

According to the proposed contract between the Applicant and the ESP, the ESP is responsible for "the management, operation and performance of the Academy." The ESP's specific responsibilities include designing the educational program and the program of instruction, designing an ongoing public relations strategy, and performing most human resources and business functions. A significant question of capacity on the part of the ESP is present particularly given its absence of any track record. Finally, an arm's-length business relationship between the Board and the ESP in Sarasota is quite different from the employer-employee role the Board and the ESP's principals have in Pinellas. These different relationships between the parties at the two schools could well make it difficult to administer and implement the

delineation of roles necessary between the ESP and the Board. This last issue could well exist even were the individuals to resign from their employment in Pinellas County. None of these issues are adequately addressed in the application.

ESP management contract (Attachment EE)

The application fails to provide a clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination. The proposed contract contains no definite term. While the contract provides that it may be renewed or terminated, there are no clear standards in the agreement by which the ESP's performance will be measured nor is there a clear delineation of the grounds and procedures on which such a decision will be made. There is also no plan described in the event the ESP's services are terminated.

It appears that the model proposed in Sarasota is substantially different than that which exists in Pinellas. In Sarasota, the Board of the proposed school will turn over many of the school's major management and operational functions to an ESP unlike in Pinellas where no ESP exists. Thus, the models of operating the two schools have a significant difference.

**Concerns/Weaknesses**

None stated.

<b>Areas in Need of Additional Information and/or Clarification (application page number)</b>	<b>Charter Applicant's Response</b>
None requested.	

**Applicant History Worksheets (Form IEPC-M1A)**

**Addendum B: Schools Currently or Previously Operated by Governing Board**

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

<b>Strengths (<i>application page number</i>)</b>
The Athenian Academy’s governing board operates a successful school in Pinellas County.

<b>Concerns/Weaknesses: (<i>application page number</i>)</b>
The portfolio is incomplete. The required worksheet information for 2015-2016 is missing.

<b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b>	<b>Charter Applicant’s Response</b>
None requested.	

**Applicant History Worksheets (Form IEPC-M1A)**

**Addendum C: Schools Currently or Previously Operated by Management Company**

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

<b>Strengths (<i>application page number</i>)</b>
None.

<b>Concerns/Weaknesses: (<i>application page number</i>)</b>
There is no history or track record for the proposed ESP.
No evidence exists that the ESP will have the capacity to operate a high quality charter school in Sarasota County.

<b>Areas in Need of Additional Information and/or Clarification (<i>application page number</i>)</b>	<b>Charter Applicant’s Response</b>
None requested.	