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# **Choice & Innovation Subcommittee**

**Wednesday, January 21, 2015**

**2:00 PM – 4:00 PM**

**306 HOB**

**Meeting Packet**

**Steve Crisafulli  
Speaker**

**Manny Diaz  
Chair**



## AGENDA

Choice & Innovation Subcommittee  
Tuesday, January 21, 2015  
2:00 p.m. – 4:00 p.m.  
306 HOB

- I. Call to Order/Roll Call
- II. Welcome/Opening Remarks
- III. Presentation on charter schools and authorizers
- IV. Closing Remarks and Adjournment



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**EDUCATION**  
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# Florida Charter School Sector

January 21, 2015

Florida House of Representatives

Choice and Innovation Subcommittee

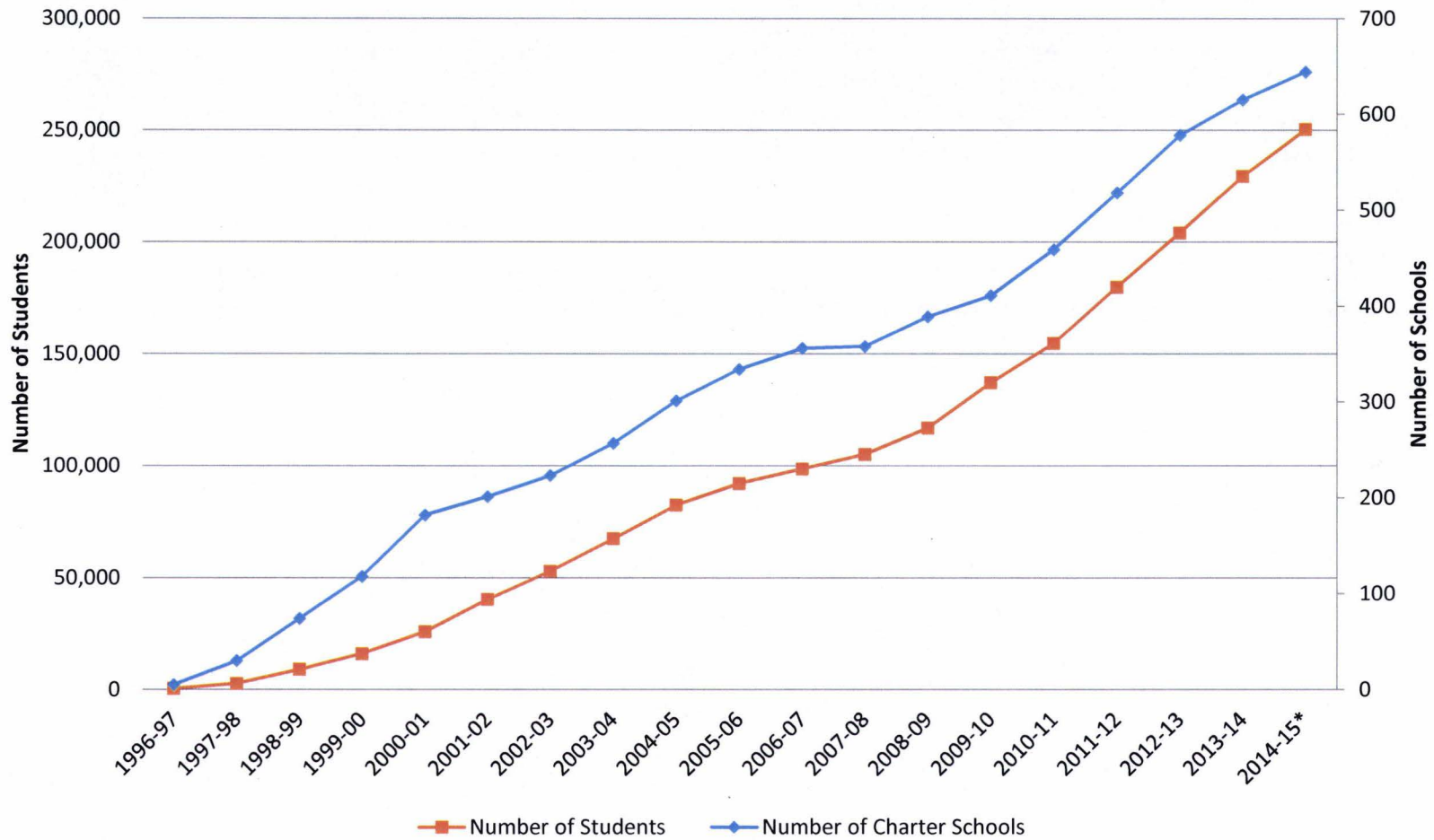
Presented by: Adam Miller, Executive Director, Office of Independent Education  
and Parental Choice, Florida Department of Education

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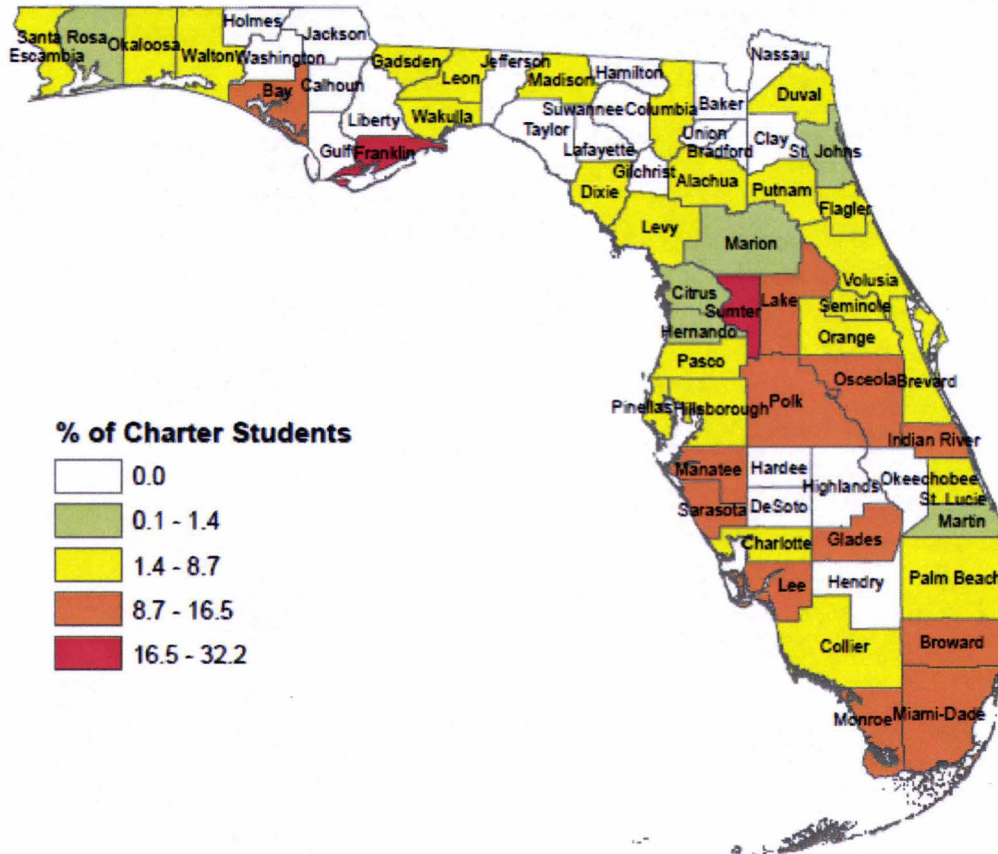
## Agenda

- Charter school sector overview
- Principles and Standards of Quality Authorizing in Florida
- District-Charter Collaborative Compact initiative
- Panel discussion

## Historical Growth



2013-14  
Charter School Students as a Percentage of  
Total Public School Membership by District



## Charter Performance

- Center for Research on Education Outcomes(CREDO)-  
National Charter School Study 2013
  - Data from 2005-2010
  - Improvements in reading and mathematics from 2009 study
- Charter High School's Effect on Long-Term Attainment and  
Earning (Booker, Gill, Sass, Zimmer, January 2014)
  - 7-11% increase in probability of earning HS diploma
  - 10% increase in probability of attending college
  - 13% increase in probability of persisting in college
  - Approximately 12.7% increase in earnings

## Charter Performance

- Student Achievement in Florida's Charter Schools (2013)
  - Required annually
  - Compares proficiency, learning gains, achievement gap
    - Grade level
    - Subject area
    - Sub-group
  - Students in charter schools performed at higher levels in 58 of 63 comparisons of proficiency and in 76 of 96 comparisons of learning gains



## Charter Performance

- Abrupt closures
- Pockets of low performance
- Under representation in high need areas

## 3 Pillars of High Quality Charter School Sector

### Authorizing

- Application Reviews
- Performance Contracting
- Monitoring/Oversight

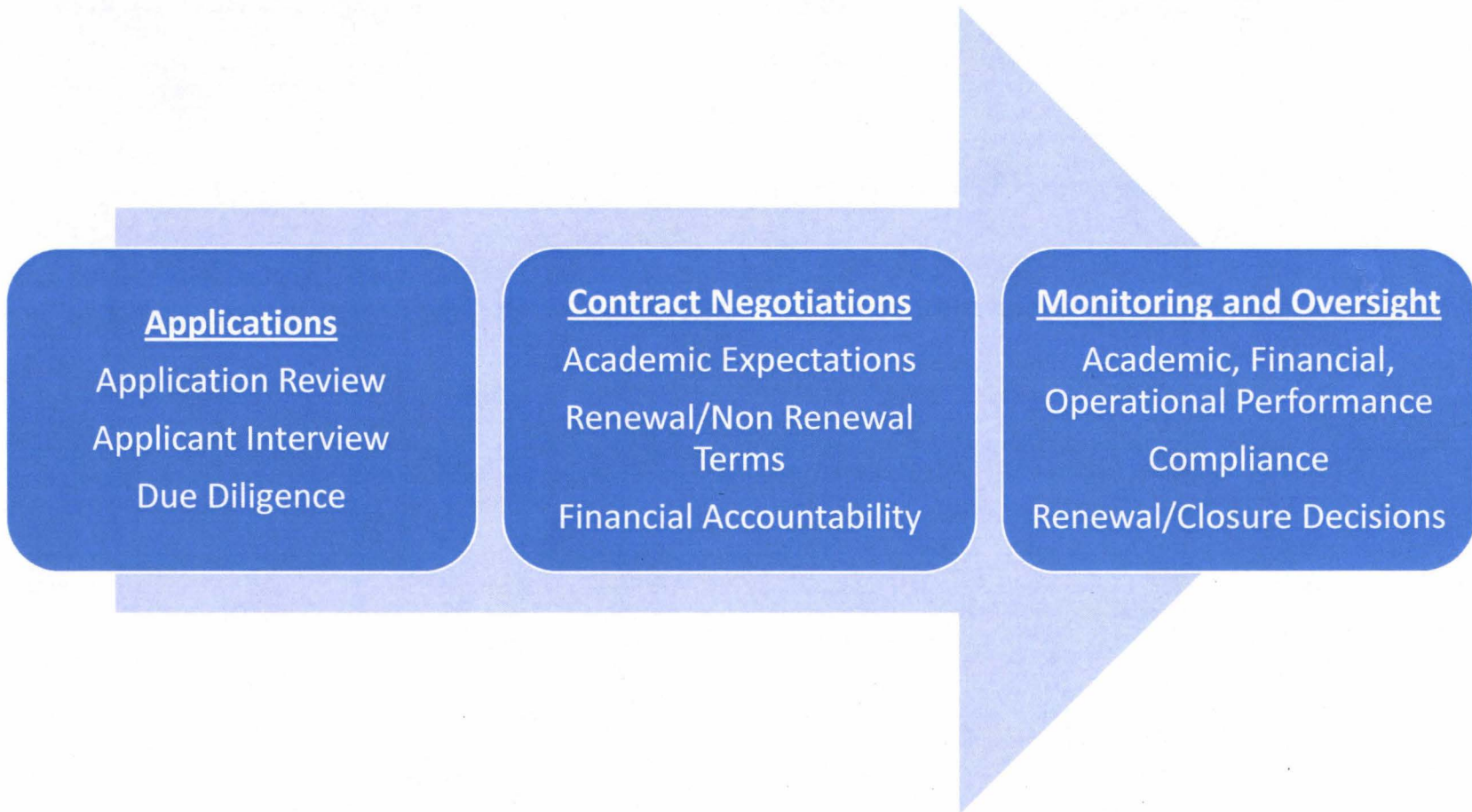
### School Operations

- Educational design/model/delivery
- Financial management
- Governance

### Policy

- Regulatory framework
- Accountability
- Funding

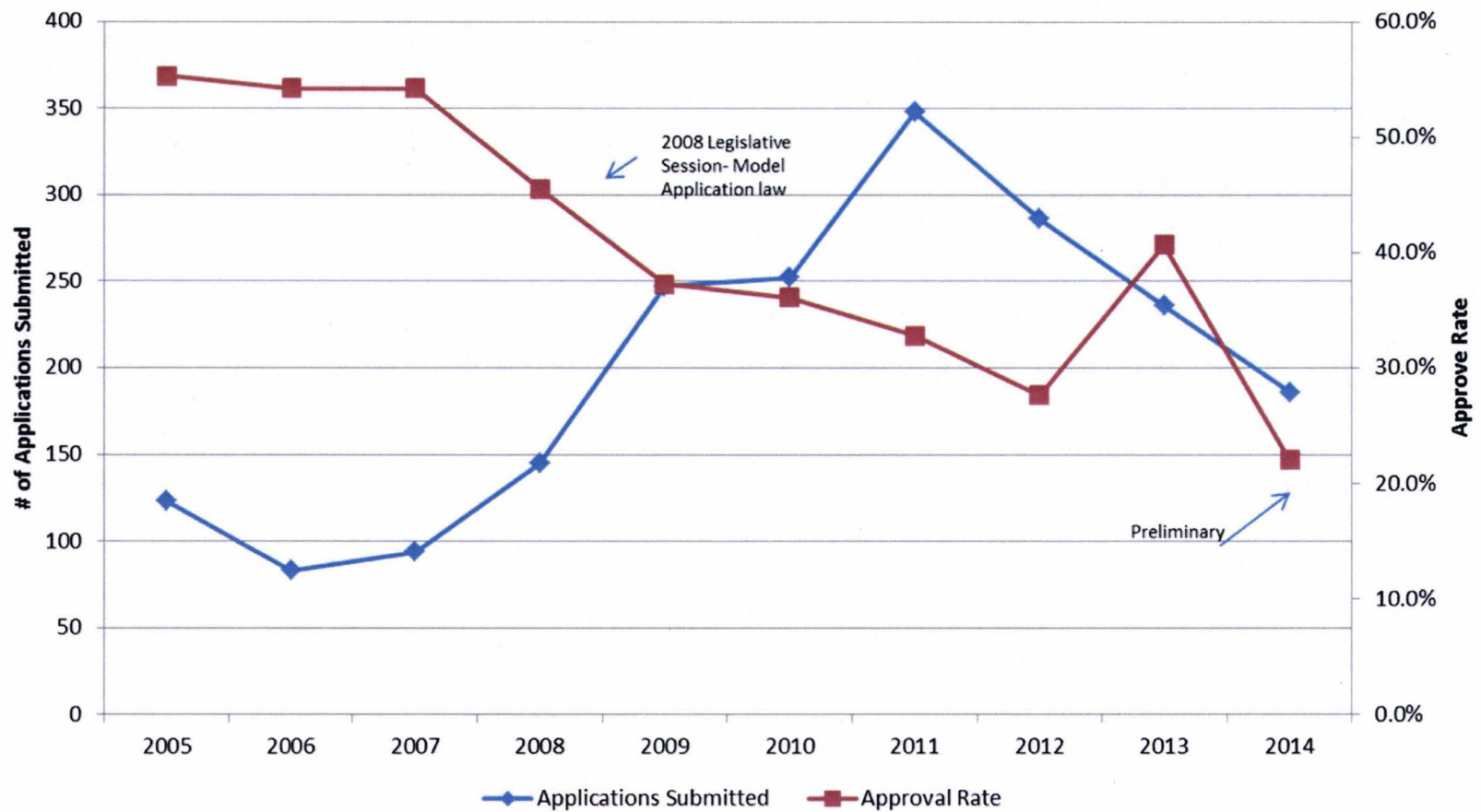
# Charter School Authorizing Cycle



## Model Charter School Application

- Required for all applicants
- Developed in consultation with districts, operators, and national experts
- Districts may request additional information
- Revisions underway

# History of Applications and Approvals



# Model Application

<b>Educational Plan</b>	<b>Organizational Plan</b>	<b>Business Plan</b>
Mission, Guiding Principles and Purpose (4)	Governance (8)	Facilities (5)
Target Population and Student Body (3)	Management (4)	Transportation Service (1)
Educational Program Design (5)	Education Service Providers (7)	Food Service (1)
Curriculum Plan (6)	Human Resources and Employment (2)	Budget (6)
Student Performance, Assessment and Evaluation (7)	Student Recruitment and Enrollment (5)	Financial Management and Oversight (5)
Exceptional Students (9)		Action Plan (1)
English Language Learners (3)		
School Climate and Discipline (2)		

## Model Application: Budget

- Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.
- Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.
- Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.
- Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.
- Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.
- Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

## Model Application: Management Company

If the school intends to enter into a contract with an Education Service Provider (ESP) :

- Describe the services to be provided by the ESP.
- Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
- Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.
- Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
- Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.



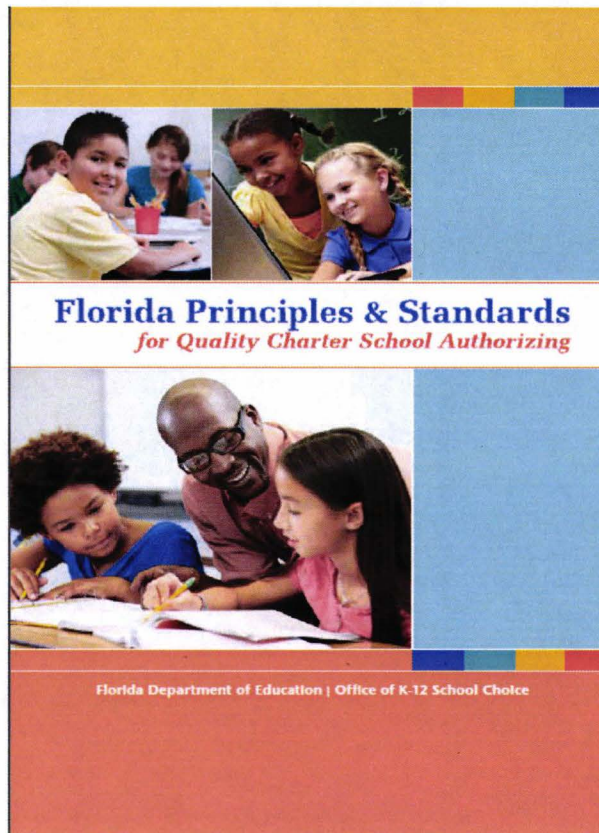
## Standard Contract

- Authorized in 2013
- Developed in two stages
  - Draft to Legislature November 1, 2013
  - Rule adopted November 2014
    - Rule making initiated at conclusion of 2014 session
    - Six rule development workshops
- May be amended by parties
  - Standard contract must be starting point for negotiations
  - Does not become default if parties cannot agree

## Standard Contract: Provisions

- Approved application is incorporated
- Assets considered public property unless otherwise documented
- District may withhold payment to cover cost of school's final audit
- If actual enrollment is less than 75% of projected enrollment, school must adopt revised budget
- Funding adjusts immediately if actual enrollment is less than 75% of projected enrollment for initial FEFP payments
- District may withhold FEFP payments if school's certificates expire
- District may withhold FEFP payments if school fails to submit monthly financial reports or annual audit

# Florida Principles and Standards for Quality Charter School Authorizing



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FLORIDA PRINCIPLES and STANDARDS for Quality Charter School Authorizing | 1

## Principles and Standards

- Voluntary
- Best practices in charter authorizing drawn from the National Association of Charter School Authorizers
- Standards developed by a workgroup of authorizers, operators, management organizations, charter support groups, and DOE
- Based on three core principles
  - Maintain high standards for schools
  - Uphold school autonomy
  - Protect student and public interests

## Principles and Standards

- Not to be step-by-step list of tasks for districts to follow
- Not a regulatory blueprint
- Is a roadmap that can guide districts at all stages and levels of experience
- Designed to provide practical guidance to help districts carry out complex and challenging work
- Allows for comprehensive self-evaluation by districts

## District Charter Collaborative Compact

- Based upon following core values and beliefs
  - All students should have access to highly-effective schools that will prepare them for college and/or career
  - Districts and charter schools share the responsibility for ensuring that all students have access to highly effective schools
  - Collaboration between districts and charter schools can improve the educational reform efforts underway in Florida and improve student academic achievement for all students.

## District Charter Collaborative Compact

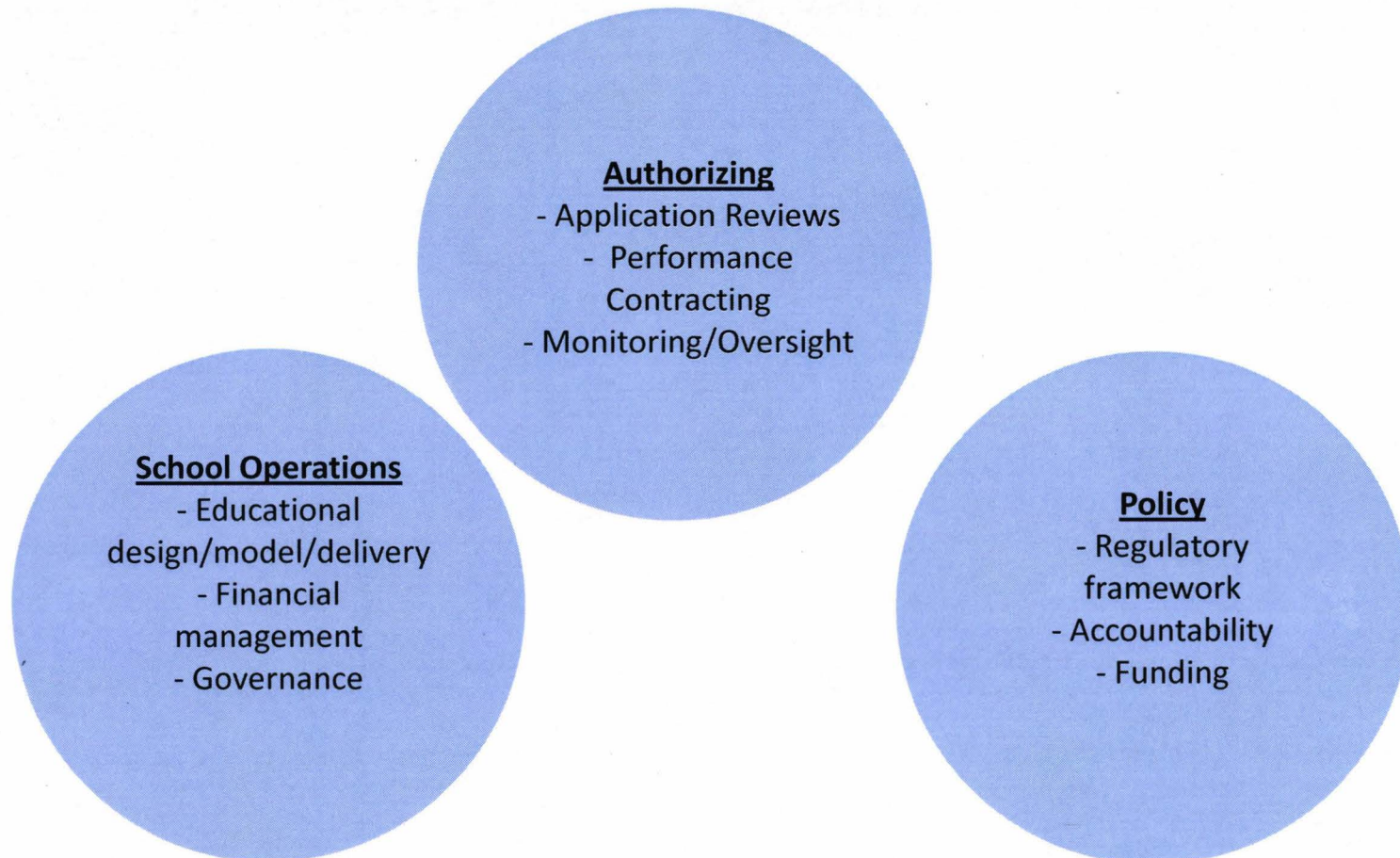
- Encourage and support the development and implementation of sustainable strategies to ensure that all students, especially those attending or zoned for schools in high-need areas, have access to highly effective schools
- Opportunity for districts to develop and implement bold and innovative strategies for collaborating and partnering with high-impact charter school organizations that are capable and prepared to serve students in Florida's highest need areas.
  - Innovation authorizing
  - Knowledge transfer
  - Facilities support
  - Resource equity

## District Charter Compact

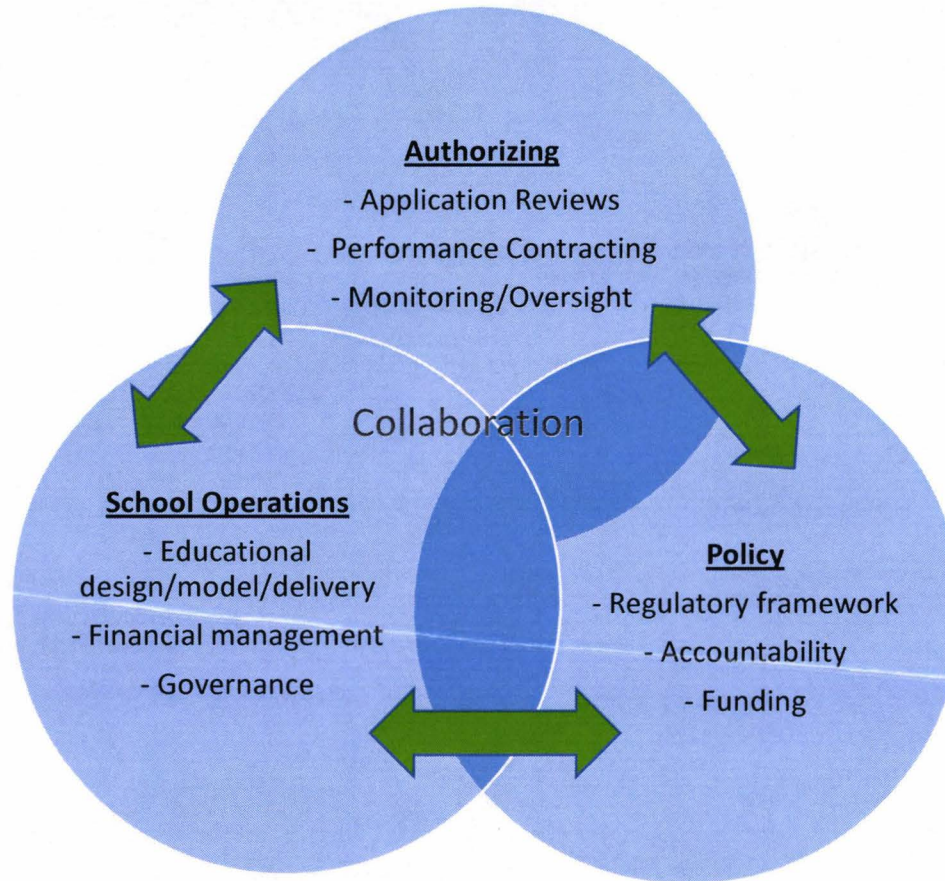
- Cross-directional collaboration and learning
  - Teacher induction strategies
  - Blended learning platforms
  - Professional development approaches
  - Family engagement
  - Holistic approach



## 3 Pillars of High Quality Charter School Sector



# 3 Pillars of Higher Quality Charter School Sector





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