

Executive Summary

Phoenix Academy of Excellence

Applicants seeking to open a charter school must complete the Model Florida Charter School Application from the Florida Department of Education School Choice website or the District's Charter School website. The state standard application form clearly specifies statutorily required standards and supporting criteria that reviewers should expect to find. In order to demonstrate the quality of the proposed charter school, as well as the capacity of the applicant to meet the challenge of operating a quality charter school, applicants are asked to provide detailed plans in three areas critical to the success of the school:

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, charter school applications are due on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district's next academic year. Applications received in a timely manner are evaluated by the Superintendent's Charter School Review Committee, which is comprised of representatives from Instruction and Intervention, Budget, Facilities, Exceptional Student Education and Support Services (ESE), English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization.

Staff Comments and Recommendations:

The Charter School application for Phoenix Academy of Excellence was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of Phoenix Academy of Excellence be denied due to the following deficiencies:

- I. Failure to indicate what the school intends to implement, for whom and to what degree as part of the mission, guiding principles and purpose of the school. Section 1002.33(2)(a), (b), and (c); Florida Statutes, Section 1002.33(6)(a)(1), Florida Statutes, Section 1002.33(7)(a)(1), Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(2)(a), Florida Statutes, states that, "Charter schools in Florida shall be guided by the following principles: (1) Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system, (2) promote enhanced academic success and financial efficiency by aligning responsibility with accountability, (3) providing parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school."
 1. Application Deficiency: The application fails to identify the comprehensive research-based reading plan that the school will adopt in order to provide parents with sufficient information on the child's reading level or gains.

- B. Section 1002.33(2)(b), Florida Statutes, states that, “Charter schools shall fulfill the following purposes: (1) Improve student learning and academic achievement, (2) Increase learning opportunities for all students, with special emphasis on low-performing students and reading, (3) Encourage the use of innovative learning methods, (4) Require the measurement of learning outcomes.”
 1. Application Deficiency: The application fails to specifically define at-risk students and how they differ from underperforming students.
 2. Application Deficiency: The application fails to identify its “highly rigorous curriculum” that purportedly encourages success for every student.
 3. Application Deficiency: The application fails to identify how a low performing or at-risk student will be successful in a highly rigorous curriculum program.
 4. Application Deficiency: The application fails to provide any evidence that innovative learning methods will be implemented. On page 1, the application merely states that the school will “utilize the BCPS grade-level/content-area scope and sequence maps and pacing guides, the BCPS Student Progression Plan (SPP), and the BCPS Comprehensive Research-Based Reading Plan (CRRP).”
 5. Application Deficiency: The application fails to provide a clear explanation of any specific programs to be implemented that are effective and research-based and will address the needs of and motivate at-risk students.
 - C. Section 1002.33(2)(c), Florida Statutes, states that, “Charter schools shall fulfill the following purposes: (1) Create innovative measurement tools, (2) Provide rigorous competition within the public school district to stimulate continual improvement in all public schools, (3) Expand the capacity of the public school system, (4) Mitigate the educational impact created by the development of new residential dwelling units, (5) Create new professional opportunities for teachers, including ownership of the learning program at the school site.”
 1. Application Deficiency: The application fails to provide supporting evidence of how the school will provide a small learning environment when it states in Section 2, page 20, that the school will comply Florida’s constitutional class size requirements.
 2. Application Deficiency: The application fails to explain and describe how empowering teachers to make an impact on student learning is a viable method to meet high standards.
- II. Failure to describe the educational foundation of the school and the teaching and learning strategies that will be employed. Section 1002.33(7)(a)(2), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(2), Florida Statutes, states that, “The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.”

1. Application deficiency: The application fails to identify the teaching and learning strategies that will be employed to address the Next Generation Sunshine State Standards for Science or Social Studies.
 2. Application Deficiency: The application fails to identify how the school will improve student performance in Science.
 3. Application Deficiency: The application fails to describe the alignment of professional development to the curricula for Success/Life Skills Instruction, Career/Vocational Planning/Exploration and Learning for Life.
 4. Application Deficiency: The application fails to discuss a technology plan for the procurement and maintenance of technology.
 5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.
- B. Section 1002.33(7)(a)(2)(a), Florida Statutes, states that, “The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Florida Standards (FS) and grounded in scientifically based reading research.” State Board Rule 6A-6.054, Florida Administrative Code, requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through Content area reading intervention (CAR-PD/NGCAR-PD).
1. Application Deficiency: The application fails to provide a clear and coherent educational program design.
 2. Application Deficiency: The application fails to provide evidence that it is based on effective, research-based educational practices, teaching methods and high standards for student learning.
 3. Application Deficiency: The application fails to provide a clear and definitive a daily schedule that is not a “sample.” The sample time indicated for Literacy Block does not clearly explain how the most intensive students will have their needs met through extended time outside of a single block of time.
 4. Application Deficiency: The application fails to provide a clear and definitive schedule for literacy for students at all levels and across all subject areas.
 5. Application Deficiency: The application fails to provide the research supporting the claim that the seven practices listed are considered “best and preferred in educating at-risk students.”
 6. Application Deficiency: The application fails to clearly explain the Extended Learning Time and what the specific schedule would be for this school.
 7. Application Deficiency: The application fails to provide evidence of participation in the District’s K-12 Comprehensive Research-Based Reading Plan.
 8. Application Deficiency: The application fails to identify the specific

curriculum to be used as part of the educational program design, especially regarding how the school plans to meet the needs of at-risk students.

9. Application Deficiency: The application fails to provide evidence of a clear and coherent educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk students.

III. Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)(2) and (4), Florida Statutes; Section 1002.33(7)(a)(2) and (4), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(6)(a)(2), Florida Statutes, states that, “Charter school applications are subject to the following requirements: A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards.”

1. Application Deficiency: The application fails to require that all level 1 and 2 students enrolled in grade 6-8 Algebra will also be enrolled in a double dose of MJ Intensive Math.
2. Application Deficiency: The application fails to align the appropriate curriculum to the Information Technology student performance objective framework.
3. Application Deficiency: The application fails to indicate the role instructional technology has in the differentiation of instruction in order to meet the varied needs of all students.
4. Application Deficiency: The application fails to identify how Khan Academy and Carnegie Learning Cognitive Tutors will be incorporated into the daily lesson structure for grade 9.
5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.

B. Section 1002.33(7)(a)(2)(a), Florida Statutes, states that, “The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Florida Standards (FS) and grounded in scientifically based reading research.” State Board Rule 6A-6.054, Florida Administrative Code, requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through Content area reading intervention (CAR-PD/NGCAR-PD).

1. Application Deficiency: The application fails to provide a clear and coherent framework for teaching and learning.
2. Application Deficiency: The application fails to provide evidence that it will enable students to attain Florida Standards/Common Core State Standards and receive at least a year’s worth of learning for each year enrolled.
3. Application Deficiency: The application fails to provide evidence that it

will be appropriate for all students at all levels.

4. Application Deficiency: The application fails to clearly identify participation in the District's K-12 Comprehensive Research-Based Reading Plan.
5. Application Deficiency: The application fails to explain the school-created teacher instructional scope and sequence. The District does not provide access to scope and sequence documents for applicants.
6. Application Deficiency: The application fails to provide clear and coherent course code information for Reading and English/Language Arts. The course codes listed do not match the courses described in the narrative.
7. Application Deficiency: The application fails to correctly identify appropriate curriculum program materials for English/Language Arts versus those for intensive reading.
8. Application Deficiency: The application fails to clearly identify the Comprehensive Intervention Reading Program (CIRP) and Supplemental Intervention Reading Program (SIRP) for each grade level and each level of reading.
9. Application Deficiency: The application fails to clearly explain how the curriculum materials will be used in the intensive reading courses and for which students.
10. Application Deficiency: The application fails to provide a clear description of the school's curriculum plan. Stating that the school "intends to implement a reading curriculum" is not sufficient. Some of the information in the application is for the elementary level.
11. Application Deficiency: The application fails to explain in detail the School Improvement Plan process as referenced as part of the evaluation plan.

IV. Failure to 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. Section 1002.33(6)(a)(3), Florida Statutes, Section 1002.33(7)(a)(3), (4) and (5), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(4), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22."

1. Application Deficiency: The application fails to identify three administrations of the FAIR-FS assessments, as required for progress monitoring for struggling readers in grades 6-9 as identified by FCAT 2.0 Achievement Levels 1 and 2.

- V. Failure to demonstrate an understanding of the requirements of the school to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education. Section 1002.33(16)(a)(3), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.03028, Florida Administrative Code, (1) “Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S., and State Board Rules 6A-6.03011 through 6A-6.0361, F.A.C.”
1. Application Deficiency: The application fails to provide a clear explanation of levels of ESE services to be provided to students with disabilities. The consultation model only will not meet the needs of students with disabilities in the general education setting.
 2. Application Deficiency: The application fails to discuss in detail the curriculum, interventions and materials to be used for students with disabilities in meeting the IEP goals and the individual needs of the student thus failing to develop an appropriate plan for evaluating the program’s effectiveness.
 3. Application Deficiency: The application fails to adequately describe the related services possibly needed by students with disabilities.
 4. Application Deficiency: The application fails to define “appropriately certified staff members.” The application requires an appropriate staffing plan that aligns with the projected population.
 5. Application Deficiency: The application fails to identify the specific measures and the progress monitoring process to be used in the progress monitoring of students with disabilities.
 6. Application Deficiency: The application fails to clearly distinguish between ESE students and English Language Learner (ELL) students as ELLs are referenced in the ESE section on page 107, 108 and 113.
- VI. Failure to demonstrate an understanding of the requirements of the school to serve English Language Learner Students and to provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education as required in Section 1003.56, Florida Statutes, English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, Florida Administrative Code, Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.0902, Florida Administrative Code, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners, and the state-approved District ELL Plan require that all students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.
1. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify assessments for placing English Language Learner (ELL) students in the ESOL program.

2. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify procedures for classifying ELL students that are aligned with those procedures under the District ELL Plan.
 - B. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL program require that all procedures be followed for a student to be properly exited from the ESOL Program.
 1. Application Deficiency: The application fails to demonstrate a clear understanding of state, district and federal requirements for exiting ELLs.
 - C. State Board Rule 6A-6.0904, Florida Administrative Code, Equal Access to Appropriate Instruction for ELL students states that a “limited English proficient student shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential.”
 1. Application Deficiency: The application fails to clearly identify curriculum, programs and services that provide equal access for ELL students.
 2. Application Deficiency: The application fails to provide a clear understanding of program implementation. Some course codes referenced on pages 41 and 119 do not align with course offerings in Broward County.
 3. Application deficiency: The application fails to provide sound plans for educating ELL students working below grade level.
 - D. State Board Rule 6A-6.0907, Florida Administrative Code, Inservice Requirements for Personnel of Limited English Proficient Students identifies the training requirements for all personnel responsible for servicing English Language Learner students.
 1. Application Deficiency: The application fails to provide a sound plan to monitor personnel’s completion of the state requirements for staff serving ELL students.
 - E. State Board Rule 6A-6.0908(2), Florida Administrative Code, Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL) require that school-to-home communication between a school and parents of current or former English Language Learners shall be in the parents’ primary language.
 1. Application Deficiency: The application fails to demonstrate understanding of state, district and federal requirements for communicating with ELL students and their families.
- VII. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)(7) and (11), Florida Statutes and Section 1002.33(9), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(7), Florida Statutes, states that, “The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school’s code of student conduct.”
 1. Application Deficiency: The application fails to use correct references for information relative to the Student Code of Conduct. The email address

provided on page 124, <http://browardstudentservices.com>, does not reference the Student Code of Conduct.

2. Application Deficiency: The application fails to specifically identify that the school will adopt the District's Student Code of Conduct.
3. Application Deficiency: The application fails to provide a copy of the school's comprehensive student conduct guidelines if the school is not adopting the District's Student Code of Conduct. If the school is using the District's Student Code of Conduct then language relative to make-up work associated with suspension should be followed.

VIII. Failure to define the policies and procedures that frame the school's relationship with its staff. Section 1002.33(7)(a)(14), Florida Statutes and Section 1002.33(12), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(14), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value."

1. Application Deficiency: Page 70 of the application fails to provide accurate statements regarding certification requirements for English teachers teaching ESOL students.
2. Application Deficiency: The application fails to identify an approved administration evaluation plan/system. The application references the Sponsor's School Site Managerial Exempt Performance (MEP) Evaluation. BCPS does not use MEP.
3. Application Deficiency: The application fails to provide an instructional evaluation plan/system. The application states that it will use the District's performance appraisal system, however only schools that opted in to the Race to the Top Grant utilize the appraisal system developed by BCPS.

B. Section 1012.22(5)(b), Florida Statutes, states that, "Salary adjustments.-Salary adjustments for highly effective or effective performance should be established as follows: (II) The annual salary adjustment under the performance salary schedule for an employee rates as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. (III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year."

1. Application Deficiency: The application fails to clearly state performance-based adjustment criteria for highly effective and effective annual contract teachers and administrators.

IX. Failure to provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs. Section 1002.33(7)(a)(13) Florida Statutes and 1002.33(18), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(13), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The facilities to be used and their location..."

1. Application Deficiency: The application fails to include a budget that is

appropriate for the acquisition of a facility. There is only a one-month allowance for facility start up.

- X. Failure to provide financial projections for the school over the term of its charter. Section 1002.33(6)(a)(5), Florida Statutes and Section 002.33(6)(b)(2), Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(6)(a)(5), Florida Statutes, states that, “A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.”
 - 1. Application Deficiency: The application fails to provide the signed assurance letter for the commitment of \$30,000 for planning/start-up.
 - B. Section 1002.33(6)(b)(2), Florida Statutes, states that, “A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.”
 - 1. Application Deficiency: The application fails to accurately estimate expenses for facility rental, communication services, and salaries for the custodian and security monitor positions.
- XI. Failure to 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. Section 1002.33(7)(a)(16), Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)(16), Florida Statutes, requires “A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.”
 - 1. Application Deficiency: The application fails to reference plans for how to deal with any emergency, including but not limited to, those involving medical, fire, hazardous weather security, or any other unplanned event that endanger the well-being and/or life of students and staff and is considered to be an “unanticipated event.”
 - 2. Application Deficiency: The application fails to include a realistic contingency plan for unanticipated events.

It is requested that The School Board of Broward County, Florida, authorize the Superintendent of Schools to notify Phoenix Academy of Excellence of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (Exhibit 3).

The applicant for Phoenix Academy of Excellence will be encouraged to resubmit an application for the 2016 Application Review Cycle after the foregoing application deficiencies have been remedied.