HILLSBOROUGH COUNTY ACCELERATION ACADEMY
Florida Charter School Application Evaluation Instrument

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

Capacity Interview:
Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

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

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☒	☐

Exhibit G

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.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strength	Reference
Hillsborough County Acceleration Academy believes that all young people, regardless of past academic performance or personal obstacles, are capable of graduating from high school ready to engage in post-secondary and job success.	Page 8

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strength	Reference
The school will serve students grades 9-12 who have already dropped out of high school, never started high school or are currently failing their high school courses.	Page 10

Weaknesses	Reference
The application identifies the geographical area of the proposed school to be Tampa Heights, in close vicinity of a current drop-out prevention/credit recovery charter program.	Pages 10-11
The explanations for the projected enrollment including a rationale for expected growth in the application is minimally developed and not cognizant of the similar support that already exists in the area.	Pages 12-13

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Weaknesses	Reference
The educational program design and learning environment the school will provide is not consistent with requirements in Florida Statutes for charter schools. The application proposes a blended program that does not implement seat time requirements designated in law for brick and mortar schools but allows students to work on courses virtually to meet instructional minutes.	Pages 14-17
The proposed daily school schedule does not comply with statutory requirements due to instructional minutes being completed outside of the brick and mortar setting.	Pages 18-19, 99-101

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
The school will utilize Edmentum online learning programs to provide instructional support to students. Students work independently online in their courses and are supported by Content Coaches. The curriculum utilized in the Edmentum online program is research-based and aligned to state standards.	Pages 22-26
An emphasis on reading is demonstrated in the application.	Pages 25-26

Weakness	Reference
Although there is a description of how Content Coaches will be used to differentiate and support students below grade level the structure of the school day/week is not compatible with required instructional minutes in a brick and mortar setting. The Multi-tiered Systems of Supports framework may be addressed but it is not clear how the school will functionally support students when they are not in school.	Pages 23-24, 28-29

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strength	Reference
Measurable goals for student academic growth and improvement and provided in the application.	Page 32
The school will adopt the school district's Pupil Progression Plan.	Page 33
The application includes a comprehensive assessment plan to evaluate student progress.	Pages 36, 175-177
A plan to use student achievement data to inform decisions and adjustments to the educational program was evident in the application.	Pages 36-38

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Weaknesses	Reference
The application does not clearly articulate a comprehensive and compelling plan for appropriate identification of students with special needs.	
The application does not clearly describe the continuum of services for students with disabilities or the support services for Exceptional Students that will be provided at the school.	Pages 41-44
The application does not provide a clear understanding of how to ensure appropriate placement of students through the IEP process.	

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Weaknesses	Reference
The application demonstrates limited understanding of legal obligations regarding the education of English Language Learners and the school's obligations under state and federal law program. The application lacks a comprehensive and compelling plan for educating English Language Learner students. The application lacks a clear plan for identifying, monitoring and evaluating the progress of English Language Learner students, including exiting students from ELL services. The application does not include an enrollment projection of ELL students nor a staffing plan aligned to projections.	Pages 45-46

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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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
The school will adopt a Compassionate Schools Framework, Restorative Practices Approach and internal code of conduct.	Pages 47-48, 179-180
The proposed discipline policy/code of conduct includes level of offenses and consequences.	Page 48-52, 180-183

Weaknesses	Reference
There is limited information in the application on the roles of school administrators, teachers, and staff, regarding discipline policy implementation.	Pages 51-52
The code of conduct permits the governing board to expel students, which is not permitted in Hillsborough County.	Pages 52, 185-186

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.

Strength	Reference
Extra and co-curricular activities or programming may be developed as the school begins operation. These would be in response to needs and wants of students and staff, and funded through operational funds or additional fund-raising activities.	Page 53

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strength	Reference
There is a grievance process for parents and students presented in the application.	Page 61

Weaknesses	References
The roles and responsibilities of the governing board are defined, however, the application includes language giving the ESP sole responsibility and authority as it relates to staffing. It is the governing board's sole responsibility and authority to oversee the school.	Pages 56, 386
The application indicates that the board structure may have a minimum of two board members. A minimum of three is required to operate a charter school.	Page 58

| The bylaws provided in the application include a Paid Staff Policy. Charter school board members may not receive pay. | Page 240 |
| The policy and plan for dealing with conflicts of interest is minimally addressed in the application. | Pages 60-61, 244 |

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.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strength	Reference
The management structure including roles and responsibilities for administering the day-to-day activities of the school is described in the application.	Page 63
There is a plan for the recruitment of school staff in the application.	Page 65

Weakness	Reference
There is limited information on the identification and selection process of the school leader in the application.	Page 64
It is not clear that the staffing plan is adequate to meet class size requirements.	Page 64

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strength	Reference
Draft policies and procedures are provided in the application.	Pages 314-338

Weaknesses	Reference
The performance evaluation plan presented for leaders is not aligned to the Student Success Act. There is no performance evaluation plan presented for teachers in the application.	Page 67
The compensation plan is not in alignment with the Student Success Act.	
There is no plan presented to address leadership or staff turnover.	Page 68

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.

Weakness	Reference
There is a professional development plan to support teachers and instructional leaders aligned Acceleration Academies *Model Fidelity Process and Framework*. However, the application points to additional information about the standards of this model in Appendix G, which is not included in the application.	Pages 69-70

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strength	Reference
A comprehensive student recruitment plan is evident in the application.	Pages 71-73

Weakness	Reference
Enrollment and admissions practices presented in the application do not include a lottery process.	Pages 73-74

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.

Strength	Reference
The plan for parental involvement includes appointing a parent representative to facilitate parent involvement and providing students and families with a Graduation Candidate Advocate to communicate regular progress and support student needs.	Pages 75-76

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
The start-up plan in the application provides a timeline for identifying and securing a facility.	Pages 88-89
The application specifies that the facility will be designed according to the ESP's school model.	Page 78

Weaknesses	Reference
The application states that the ESP will provide financing for facility build out, but did not include a letter of commitment of funding in the application.	Page 78
The application does not include a back-up facilities plan.	

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17. <u>Transportation</u>

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Weakness	Reference
The application proposes transportation through the public transportation system, an external private vendor, or through district school busses. This transportation plan has not been appropriately budgeted.	Pages 79, 362

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Weakness	Reference
The application proposes that all students will be provided with lunch, snacks, and beverage options while on-site and that food service may be provided by an external vendor, the school district, or through grocery purchase. However, only $1000 a month is budgeted for food service expenses in the budget in year 1.	Page 80, 360

19. <u>School Safety and Security</u>
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; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:
A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may post a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
The Board will evaluate and adopt a plan for active assailant incidents through the creation of their own plan or adopting the district's plan. The school will identify a School Threat Assessment Team as required in law. An outline of requirements of the Threat Assessment Team and SESIR reporting requirements are provided in the application.	Pages 81-82

Weakness	Reference
The application informs that a staff member named Engagement Coach will be identified as the first safe-school office. However, this position is not in the budget. It is not clear whether this staff member will be a trained as Guardian as SSOs come from the district and are not school employees. The school must follow appropriate requirements for either hiring a district SSO or choosing the Guardian Program.	Page 81

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Weaknesses	Reference
Budgetary projections are not consistent with all key aspects of the application including planning for appropriate instructional seat time to ensure revenue is earned, appropriate staffing to ensure class size is met, expenses for a SSO or Guardian, transportation expenses, food service expenses, and the facility loan commitment letter to validate revenues.	Pages 83-84, 360-371
The application does not provide a realistic assessment of projected sources of revenue and expenses to ensure financial viability of the school due to the ESP retaining 95% of the school's FEFP payments, the lack of accounting for the district's administrative fee, lack of budgeting for the external audit, no ESOL students accounted for, and additional expenses for regional and national support despite 95% of the budget already designated to the ESP.	
The application presents a limited plan to adjust the budget should non-guaranteed revenues not materialize as planned.	

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Weaknesses	Reference
The application states that the Board will review operating results presented by a contracted accounting firm monthly, however, due to 95% of the FEFP being paid to the ESP the board will retain little authority to exercise oversight over the financial operations of the school. The application does not provide a financial management system with clear roles and responsibilities for day-to-day operations and board oversight. The application does not provide clear provisions for an annual financial audit as this expense is not evident in the budget. The application does not clearly articulate public transparency of school financial health, especially given the majority of public funding will be given to the ESP. Insurance coverage requirements are not addressed in the application, only that the school will hire an insurance broker to ensure coverage. The insurance broker is not included in the budget.	Pages 85-86

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strength	Reference
There is a realistic start-up implementation plan and timeline with flexibility provided in the application.	Pages 87-93

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.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Weaknesses	Reference
The Board has selected Acceleration Academies, LLC. a for profit management company, as their Educational Service Provider (ESP). The application did not include Addendum B to address the required criteria regarding the ESP. **This section is not able to be evaluated.** A draft management agreement is provided in the application and includes language throughout that provides the ESP authority over	Pages 382-404

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the charter school to include 95% of all FEFP funding paid to the ESP. During the capacity interview concern arose that one of the founders of the ESP is acting as legal representation for the governing board, disabling an arm's length relationship between the board and the ESP.	

Applicant History Worksheets (Form IEPC-M1A)
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.

Strength	Reference
The applicant does not have charter school operational history.	