

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

CHARTER SCHOOL PROGRAM STATE EDUCATION AGENCY

CFDA # 84.282A

PR/Award # U282A080009

Grants.gov Tracking#: GRANT00406067

Closing Date: FEB 01, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 02/01/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Florida Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(2)	* c. Organizational DUNS: 785319963

d. Address:

* Street1: 325 West Gaines Street, Suite 522
Street2: _____
* City: Tallahassee
County: Leon
* State: FL: Florida
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 32399-0400

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.	* First Name: Paulette
Middle Name: Davis	
* Last Name: Mainwood	
Suffix: _____	
Title: Policy Director	
Organizational Affiliation: _____	
* Telephone Number: 850-245-0502	Fax Number: 850-245-0875
* Email: paulette.mainwood@fldoe.org	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

* 12. Funding Opportunity Number:

ED-GRANTS-120307-001

* Title:

84.282A Charter School Program State Education Agencies

13. Competition Identification Number:

84-282A2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

* 15. Descriptive Title of Applicant's Project:

Florida Charter Schools Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="16,849,399.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="16,849,399.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
 Middle Name:
 * Last Name:
 Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Florida Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 134,392	\$ 137,756	\$ 141,201	\$ 0	\$ 0	\$ 413,349
2. Fringe Benefits	\$ 45,545	\$ 46,685	\$ 47,853	\$ 0	\$ 0	\$ 140,083
3. Travel	\$ 30,000	\$ 30,000	\$ 30,000	\$ 0	\$ 0	\$ 90,000
4. Equipment	\$ 8,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 8,000
5. Supplies	\$ 2,438	\$ 2,438	\$ 2,438	\$ 0	\$ 0	\$ 7,314
6. Contractual	\$ 16,550,000	\$ 16,550,000	\$ 16,550,000	\$ 0	\$ 0	\$ 49,650,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 34,000	\$ 34,000	\$ 34,000	\$ 0	\$ 0	\$ 102,000
9. Total Direct Costs (lines 1-8)	\$ 16,804,375	\$ 16,800,879	\$ 16,805,492	\$ 0	\$ 0	\$ 50,410,746
10. Indirect Costs*	\$ 45,024	\$ 44,406	\$ 45,222	\$ 0	\$ 0	\$ 134,652
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 16,849,399	\$ 16,845,285	\$ 16,850,714	\$ 0	\$ 0	\$ 50,545,398

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Florida Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00406067

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Paulette Mainwood	* TITLE Commissioner of Education
* APPLICANT ORGANIZATION Florida Department of Education	* DATE SUBMITTED 02-01-2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Florida Department of Education</p> <p>* Address: 325 West Gaines Street</p> <p>Tallahassee</p> <p>FL: Florida</p> <p>32399-0400</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>U.S.Department of Education</p>	<p>7. * Federal Program Name/Description: Charter Schools</p> <p>CFDA Number, if applicable: 84.282</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NA</p> <p>NA</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NA</p> <p>NA</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>* Signature: Paulette Mainwood</p> <p>* Name: Dr. Eric J. Smith</p> <p>Title: Commissioner of Education</p> <p>Telephone No.: (850) 245-0505</p>	

	Date: 02-01-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Florida Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Dr. * First Name: Eric Middle Name: J. * Last Name: Smith Suffix: * Title: Commissioner of Education

* SIGNATURE: Paulette Mainwood * DATE: 02/01/2008
--

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Mrs.

Glenda

Todd

*** Address:**

325 West Gaines Street

Leon

County

Tallahassee

FL: Florida

32399-0400

USA: UNITED STATES

*** Phone Number:**

850-245-0502

Fax Number:

850-245-0875

Email:

glenda.todd@fldoe.org

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00406067

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

Mime Type

8775-GEPA_Florida_Charter_Schools_Progam.doc

application/msword



FLORIDA DEPARTMENT OF EDUCATION

Florida Charter Schools Program

GEPA

This provision is Section 427 of the Department of Education's General Education Provisions (GEPA) Act, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

The Florida Department of Education will ensure to the fullest extent possible that all project beneficiaries will have equal access to participation in the proposed funded project. The Department assures equitable access and participation in all grant opportunities or activities, regardless of any barriers, including:

- gender
- race
- national origin
- language
- color
- disability
- or age

The Department does not discriminate on the basis of sex, race/ethnicity, religion, national origin, age, or disability in its services and activities. It provides reasonable and appropriate accommodations [for all activities affiliated with this project] to meet the needs of a diverse group of participants.

Examples of GEPA compliance in relation to the Florida Voluntary Public School Choice project include:

1. The provision for translating all materials into Spanish and Creole for Limited English Proficiency (LEP) individuals;
2. The Florida School for the Deaf and Blind is an integral entity within the DOE, thus Braille keyboards and voice-activated systems are available and accessible for this population;
3. Appropriate forms of assistive technology are available and will be utilized accordingly for individuals with physical disabilities; and
4. Data collection and dissemination methods to expand access including electronic attachments, web-based instruction, -TDD, FAX, and the United States Post Office.

Additionally, the DOE will request an assurance from each project site for their specific plan to meet the compliance requirements of GEPA.

Project Narrative

Abstract Narrative

Attachment 1:

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Abstract

2008-2011 Florida Charter Schools Program Project Application

Florida Department of Education
325 West Gaines Street Suite 522
Tallahassee, Florida 32399-0400

Dr. Paulette D. Mainwood, Policy Director
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The goal of the Florida Department of Education (Department) is to increase the proficiency of all students within one seamless K20 system. In support of this goal, the mission of Florida's charter school program is to increase both the number and quality of charter schools in Florida and to provide focused statewide leadership to better inform teachers, parents, school districts, and communities regarding the potential of charter schools to improve student achievement in the state. To support the charter schools in the state, the Department is requesting approximately \$17 million for each year of the three-year grant period, for a total amount of almost \$51 million. These funds will enable the Department to meet or exceed each of the following objectives:

- Build leadership capabilities of charter school administrators, governing boards, and authorizers to sustain high-quality charter schools
- Strengthen the fiscal sustainability of Florida's charter schools
- Increase the number of high-quality charter schools in Florida, and in particular high-quality secondary schools, that will enable students to make progress toward meeting state academic standards
- Improve the academic achievement of charter school students
- Disseminate best practices from charter schools that have had success in increasing student achievement among charter schools and other public schools in Florida.

Florida plans to expand the development of high quality charter schools, maintain financial support and technical assistance to current charter schools, and assist successful charter schools in the identification and dissemination of promising practices to charter and traditional public school communities. The Department plans to continue and expand activities promoting charter schools as positive choice options for parents and highlighting the positive benefits of charter schools as a restructuring effort for low performing schools.

Project Narrative

Project Narrative

Attachment 1:

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U. S. DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-5335

FLORIDA'S CHARTER SCHOOLS PROGRAM

2008-2011 PROJECT APPLICATION

EDUCATION AGENCY CFDA #84.282A

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Competitive Preference Priorities

1. Secondary Schools (10 points). Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school.

Florida stresses the importance of a quality education for all public-school students by emphasizing increased student achievement, raising the bar for student rates of learning, and providing targeted assistance to struggling students. The combined efforts of teachers, students, parents, and the state have led Florida to realize unprecedented success in increased achievement at the elementary level. However, these successes have been tempered by data showing that the overall percentage of students reading at or above grade level steadily declines after the fourth grade, high school retention rates continue to increase, and college level remediation is required for a growing number of students. To address these and other secondary school issues, the Florida Legislature passed the Middle Grades Reform Act in 2004 as a crucial step toward better preparing middle school students for success in high school. Using reading as the foundation, the law requires all middle school students to receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers in schools with outstanding leadership. Building on Florida's middle grades legislation, House Bill 7087, An Act Relating to Education, was signed into law in June 2006. Usually referred to as the A++ Plan for Education, the legislation adds focus and increases the rigor and relevance of instruction for students in Florida's high schools. These two statutes have become the driving force behind Florida's current secondary education reform, which includes grades six through twelve (see Appendix A).

Beginning in the fall of 2007, ninth grade public school students choose from 440 approved major areas of interest (see Appendix B). A wide variety of major areas are available for students in high schools throughout Florida, including students with disabilities working toward a special diploma, students enrolled in career academies or magnet programs, and students in charter schools. Students will become more

engaged in and appreciate the relevance of high school studies because they will be making choices that allow them to pursue their interests.

Florida's new graduation requirements in the A++ Plan for Education begin with ninth graders entering high school in the 2007-08 school year. Students will be required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits of English and math; three credits of social studies and science; one credit of fine arts; and one credit in physical education and health. Out of the eight elective credits, students choose a major of area of interest that includes four credits in a common area, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, as part of the student's education plan.

Students select their major area of interest through Florida's online student advising system, the Florida Academic Counseling and Tracking for Students or FACTS.org. Eighth-grade students can go to FACTS.org, locate the high school they plan to attend and review the major areas of interest that will be available at that school. Students can complete an ePersonal Education Planner (ePEP), an interactive course planner for middle and high school students based on the major area of interest and on their educational goals. Students may pre-enroll in a major area of interest, and once enrolled, a student may change his or her mind the following year with no penalty.

Charter schools are uniquely positioned to implement Florida's secondary reform measures and ensure that opportunities are in place for students of all backgrounds to be successful in transitioning from the middle grades, graduating from high school, entering the workforce with adequate skills, and/or continuing in postsecondary education. Because success begins with and builds on a strong basic academic foundation, charter elementary schools also play a key role by laying the groundwork for Florida secondary reform initiatives. The increased freedom and flexibility of charter schools allows teachers, parents and communities to establish schools that more directly address the instructional needs of their children and

provide options to students who might benefit from a learning environment that operates outside the traditional school approach.

Florida's charter schools must keep up with the changing demands of the students they serve by setting high standards and working as long and as hard as it takes to help *every* student succeed, regardless of race, background, or ZIP code. Several of Florida's secondary charter schools are already doing this and others are making exemplary progress. For example, two of Florida's charter schools in Miami-Dade School District were selected among the 2008 *U.S. News & World Report* search for the best public high schools in America. Doral Academy High School and Mater Academy Charter School, were selected among the best of America's high schools on the basis of three performance indicators: (1) how well their entire student population performed on state tests, adjusting for student circumstances; (2) how well their disadvantaged students performed; and (3) how successful the school has been in providing college-level coursework. Other secondary charter schools—such as the Academy of Environmental Science in Crystal River, Florida—are implementing a career academy model to provide students an education that is rigorous, relevant, and relational.

Career academies offer solutions to many of the problems encountered in secondary schools—apathetic students, low test scores, and complaints from business and industry regarding preparation of graduates. Career academies are one of several models or initiatives that charter schools, school districts and communities can make available to high school students. The concept of career academies was first introduced in Florida in the 1970s as a dropout prevention strategy that integrated academic and vocational training. The concept was then broadened to include students of all skill levels and abilities, as well as those at risk of dropping out of high school. Career academies are a commonly used high school reform model designed to link student learning with potential career outcomes. Career academies differ from traditional academic and vocational programs in that they simultaneously prepare students for college and the workforce. The first year for state funding of career academies was in 1993. The Florida Legislature

appropriated funds for the Academies for Career Development and Applied Technology. The concept quickly gained momentum and 30 career academies were funded with state dollars between 1993 and 1999. The 2005 Florida Legislature enacted section 1011.09, Florida Statutes, which appropriated funds for the SUCCEED Florida Grant for public schools to establish or redesign career academies (see Attachment XX). The Florida Legislature continued funding for the program in 2006-07 and in 2007-08. Currently, Florida has career academies in 42 of the state's 67 school districts. These academies are framed around 16 career clusters identified by the U.S. Department of Education as representative of opportunities for the 21st century economy (see Appendix C). The clusters frame student opportunities and identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. As a high school reform initiative, career academies have proven their value.

As shown in the following table, the majority of Florida's charter schools are elementary schools or schools serving a combination of grade levels. However, the percent of charter middle and high schools in Florida has increased slightly in 2007-08 while the percent of operating elementary charter schools remains the same as in 2006-07. The Charter Schools Program (CSP) grant will support Florida's secondary reform initiatives by increasing the number of new charter secondary schools and expanding the capacity of

Florida Charter Schools by Grade Level

School Year	Elementary K-5		Middle 6-8		High 9-12		Combination Grades		Total Charter Schools
		%		%		%		%	
2006-07	103	29%	60	17%	70	20%	123	35%	356
2007-08	105	29%	66	19%	75	21%	112	31%	358

existing schools at all grade levels to ensure that the state's charter school students are prepared to explore their interests and realize their full potential. Because career academies are an excellent example of a model for Florida's secondary school reform, efforts will be directed toward opening charter schools that encourage the application of the career academy national standards of practice. All students—including

charter school students—must have access to relevant and rigorous programs that provide them with opportunities to graduate from high school, thus ensuring that they have the knowledge and skills for entering and being successful in the workplace, enrolling in additional career and professional education, or attending postsecondary degree programs. Currently, performance data and other indicators document that charter high school students are not performing as well as their counterparts in traditional public high schools (see Appendix D). Increasing the achievement of charter school students, and particularly charter high school students, will be a priority for Florida’s use of federal Charter Schools Program funds.

2. *Periodic Review and Evaluation (10 points). The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school’s charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as provided under State law or the school’s charter.*

Charter schools in Florida are subject to rigorous evaluation, which maintains the highest levels of accountability. The procedures for maintaining charter school accountability are described in Florida’s charter school legislation (section 1002.33, Florida Statutes), as well as in legislation creating Florida’s student assessment program for public schools (section 1008.22, Florida Statutes) and the state’s K-20 Accountability System (section 1008.31, Florida Statutes) (see Appendix A). Florida’s charter school law requires the governing body of each charter school to report annually its progress to the school’s sponsor. The sponsor is required by statute to monitor and review the charter school in its progress toward the goals established in the charter. Upon verification of the progress made by the charter school, the sponsor forwards the report to the Commissioner of Education according to a deadline that is determined each year by the Department. Using the reports from each individual charter school, the Department analyzes and compares the overall performance of Florida’s charter schools to comparable traditional public schools.

While a charter school's foremost accountability is to fulfill the requirements agreed to in the charter contract, additional state expectations for accountability include: (1) meeting high standards of student achievement while providing parents flexibility to choose among diverse education opportunities within the state's public school system; (2) promoting enhanced academic success and financial efficiency by aligning responsibility with accountability; and (3) providing parents with sufficient information on whether or not each child gains at least a year's worth of learning for every year spent in the charter school. As public schools, charter schools are required to participate in Florida's state assessment program and are included in Adequate Yearly Progress (AYP) computations as required by the No Child Left Behind (NCLB) Act. Students in grades three through ten take the Florida Comprehensive Assessment Test (FCAT), which allows for the monitoring of individual student learning gains and, in most cases, the assignment of a school grade.

Annual Individual Charter School Reporting

The Department has created an online annual accountability report template and database system for charter schools to use in fulfilling their annual reporting requirement (see Appendix E). As required by statute, each charter school's annual report must include student achievement performance data; financial status of the charter school, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt; documentation of the facilities in current use and planned facilities for the instruction of students, administrative functions, or investment purposes; and information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field. As a strategy for improving the quality of each school's annual report, the Department created an online tutorial to guide administrators in answering questions and providing accurate accountability data. The deadline for charter schools to file their individual annual reports for the 2006-07 school year was November 21, 2007. Two hundred seventy four (274) or 82 percent of Florida's charter schools submitted their annual reports as required. Charter

schools that did meet the deadline have been contacted by the Department and reminded of the accountability requirement and consequences for noncompliance. The names of charter schools that do not submit annual reports by the established deadline are identified in the Department's analysis and report to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Annual Analysis of Student Achievement

Florida's charter school statutes direct the Department to review charter school reports submitted by charter schools to their sponsors and provide an analysis of student achievement in charter schools compared to achievement in traditional public schools. The annual statewide analysis of student achievement is submitted as required by statute to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives.

Florida is one of only a few states that currently have the capability to collect, track, and analyze individual student data for the purpose of comparing student achievement in charter schools and traditional public schools. The most recent analysis of student achievement examines the average performance of charter school students and their peers in traditional public schools using six years of Florida Comprehensive Assessment Test (FCAT). Reading, mathematics, and science test scores from 2001-02 through 2006-07 were used to compare charter and traditional public school schools in terms of overall achievement, achievement gaps, and student learning gains (see Appendix D). Over the last six years, charter school student performance has come to more closely resemble traditional public school student performance on the FCAT. While past performance indicated, that, on average, student performance in charter schools in a given year lagged behind traditional public school student performance; current performance indicates that is no longer the case in every situation. A greater percentage of charter elementary and middle school students in tested grades are now proficient in reading compared to their traditional public school counterparts. In addition, a greater percentage of charter middle school students are proficient in

mathematics compared with traditional public middle school students. Further, a greater percentage of charter elementary and middle school students are proficient in science than traditional public elementary and middle school students. Of significance to this grant proposal are FCAT achievement results showing charter high school students are less proficient in reading, mathematics, and science than their counterparts in traditional public high schools. The achievement results suggest the need for resources to provide increased services to focus on improving charter high school achievement. Therefore, increasing the achievement of charter school students, and particularly charter high school students, will be a priority for Florida's use of Charter Schools Program funds.

Fifteen Year Charter Review and Renewal

Section 1002.33(7)(b), Florida Statutes, states that a charter may be renewed every 15 school years, provided that a program review demonstrates that the criteria in the charter have been successfully accomplished and that none of the grounds for nonrenewal established by statute (failure to participate in the state's education accountability system or failure to meet student performance requirements stated in the charter, not meeting standards for fiscal management, violation of law, other good cause) have been documented.

3. **Number of High-Quality Charter Schools (10 points). The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which an SEA applies for a grant under this competition.**

Florida statutes and State Board of Education rules do not define "high-quality" as it relates only to charter schools. However, Florida's charter school statute states that charter schools shall be guided by "high standards of student achievement" and "promote enhanced academic success." Since 1999, Florida Statute has authorized the State Board of Education to identify and annually report public schools as having a

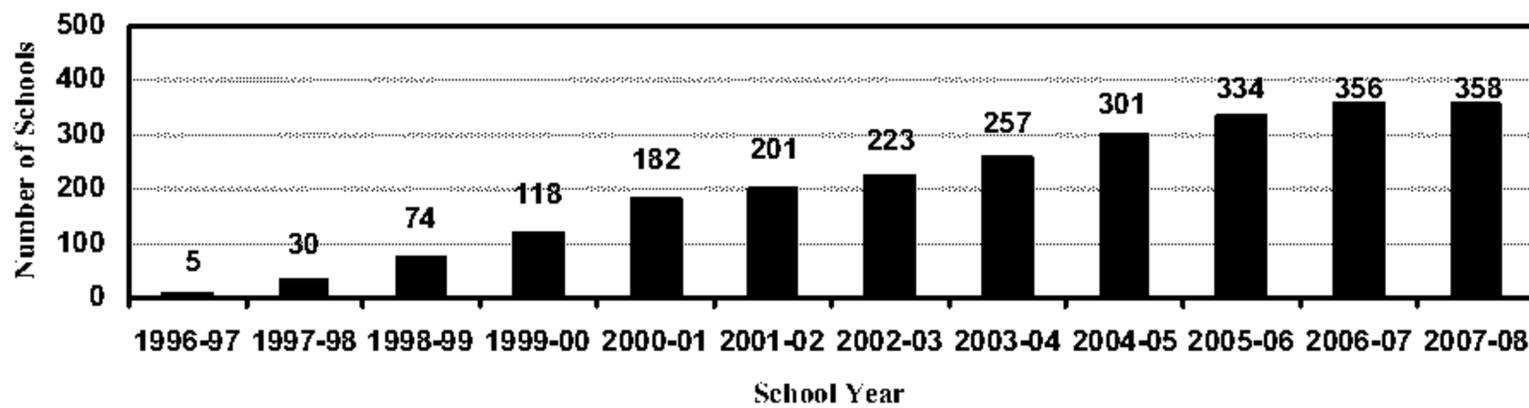
performance grade of “A” through “F.” The statute designates the grade of “A” for schools making excellent progress, “B” for schools making above average progress, “C” for schools making satisfactory progress, “D” for schools making less than satisfactory progress, and “F” for schools failing to make adequate progress. To comply with the No Child Left Behind (NCLB) Act, Florida uses state assessment results to calculate whether or not a school has met Adequate Yearly Progress (AYP) toward students meeting proficiency of Florida’s academic achievement standards. For the purposes of school improvement and reporting, high-quality charter schools are those that are meeting high standards of student achievement as determined by two criteria: (1) earning a state school performance grade of “A” or “B” and (2) meeting all Adequate Yearly Progress (AYP) criteria. During 2006-07, 104 charter schools in Florida earned a school performance grade of “A” or “B” and also met all AYP criteria. For those charter schools that do not earn a school performance grade, the basis of high quality must be determined by outcomes as specified in their contracts with their sponsors.

Increasing the Number of Charter Schools

Florida’s charter schools have been growing by near record numbers since the first five charter schools opened in 1996. With 358 charter schools currently operating in 41 of the state’s 67 local school districts, Florida is ranked by the National Alliance of Public Charter Schools as having the third highest number of charter schools in the nation. Although the table below appears to suggest that Florida’s charter school growth is reaching a plateau, the smaller increase from 2006-07 to 2007-08 is believed to be associated with the recent passage and implementation of state legislation creating the Florida Schools of Excellence (FSE) Commission (see Appendix A). Since the legislation was passed in 2006, state, school district, and charter leaders have been dealing with numerous policy and implementation issues regarding the FSE Commission and charter school sponsorship. The focus on implementation of the legislation and its effect on charter school sponsorship appears to have impacted the number of charter applicants seeking and obtaining school district sponsorship to open in 2007-08. However, as these issues become resolved, the number of new and pending applications suggests a continued growth in the number of charter schools in the state. Ninety-

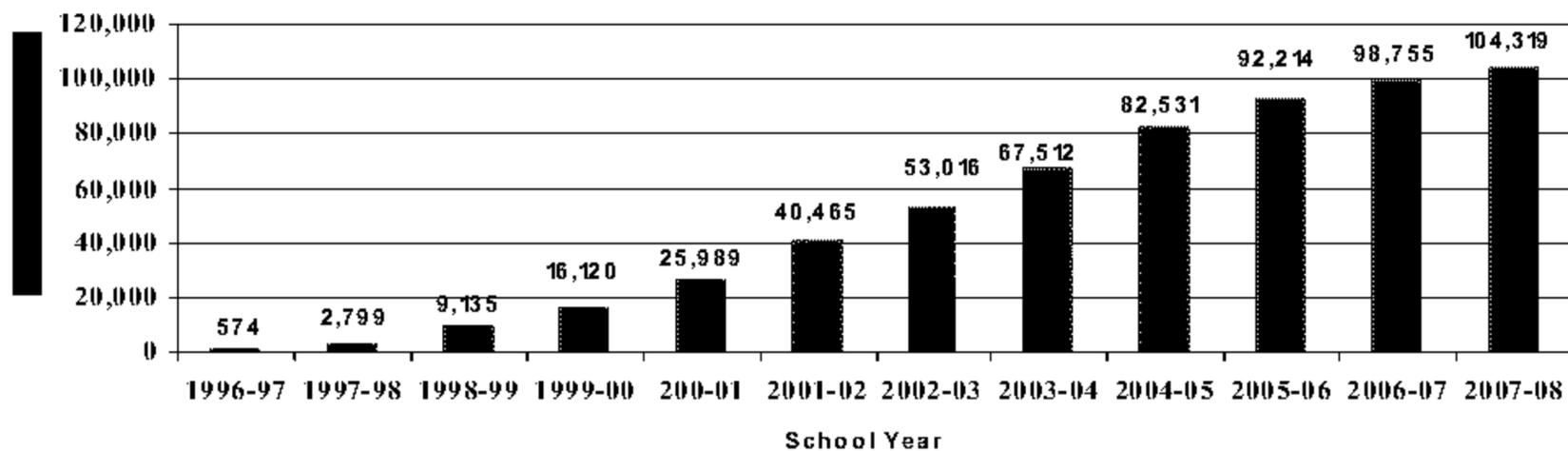
three (93) charter applications have been submitted to local school boards for sponsorship beginning in the 2008-09 school year, and 55 applications have been submitted to the Florida Schools of Excellence Commission. Of these total charter applications, 50 have been approved and decisions are still pending on the remaining applications. Charter Schools Program funds will assist selected new charter schools to plan, develop and implement educational programs to help all students increase achievement in reading, mathematics, and other skills needed for success in postsecondary education or the workforce.

Growth in Florida's Charter Schools



Consistent with growth in the number of operating charter schools, student enrollment in Florida's charter schools has also shown a steady increase. In the 1996-97 school year, 574 students were enrolled in Florida's five charter schools and over 104,000 students are enrolled in 2007-08.

Growth in Florida's Charter School Student Enrollment

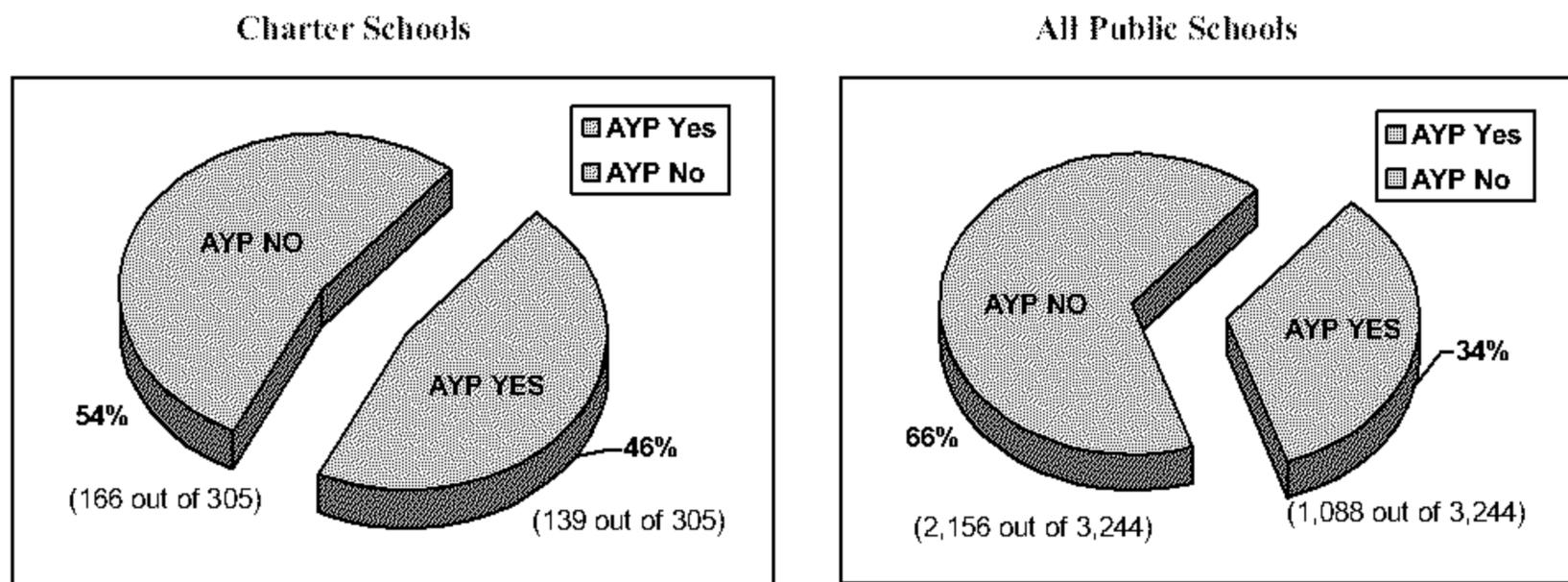


Increasing the Quality of Florida's Charter Schools

During the 2006-07 school year, 139 charter schools made Adequate Yearly Progress (AYP) pursuant to No Child Left Behind Act (NCLB) accountability. These schools comprised 46 percent of all Florida charter schools that met all criteria for achieving AYP as compared to 34 percent of Florida's traditional public

schools that met all AYP criteria. As shown in the following table, 75 percent of charter schools met 90 percent or more of AYP criteria and 85 percent met at least 80 percent. Charter schools that did not receive an AYP status rating did not have assessment data for more than 10 eligible students or they did not meet the minimum school-size requirement for a rating. Some of these schools were pre-K centers, served special populations or highly transitory populations, or they may have served adult or vocational populations in non-tested grades.

2007 Charter School AYP Performance Compared with Traditional Public Schools



Like traditional public schools in Florida, a charter school is assigned a performance grade if it meets the eligibility criteria and is not an alternative school. Changes to the school grade calculations in 2002-03 resulted in an increased number of charter schools receiving performance grade. Of 356 charter schools operating in the 2006-07 school year, 217 charter schools were eligible to receive a school performance grade. These graded schools represented 61 percent of all Florida charter schools in operation during 2006-07. As shown in the following table, an analysis of charter school grades over time shows an increase in the number of charter schools that can be classified as “high-performing.” The percentage of charter schools receiving an “A” has increased from 42 percent in 2002-03 to 48 percent in 2006-07. Conversely, the percentage of “F” charter schools has decreased to five percent in 2006-07 from 16 percent in 2002-03.

Percent of Charter School Grades by Year

YEAR	A	B	C	D	F
2002-03	42%	11%	18%	13%	16%
2003-04	38%	11%	24%	13%	14%
2004-05	36%	15%	22%	14%	12%
2005-06	50%	20%	21%	6%	3%
2006-07	48%	21%	19%	8%	5%

Department Assistance for Charter Schools

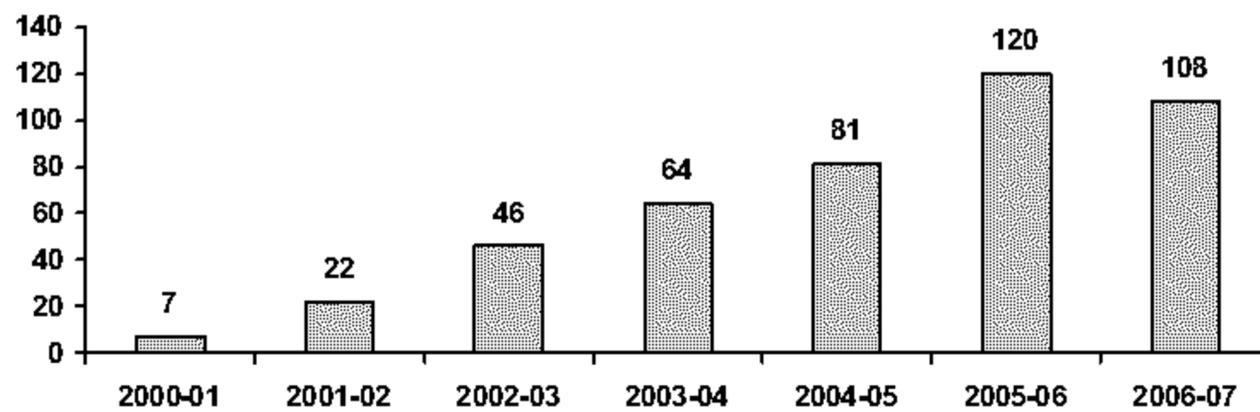
The Department supports schools, districts, and families in their efforts to maximize student learning gains and reach highest student achievement through rigorous and relevant learning opportunities. The focus is on student success and continuous improvement. Assistance is provided to all public school and all students through collaboration with districts, engagement of practitioners, community and education partners, and building local capacity to provide quality education for all students. Assistance Plus is a state educational initiative designed to provide support to school districts and schools that fail to meet state educational performance standards. Districts and schools are provided numerous resources which may include financial allocations, technical assistance and professional development among other support. The Bureau of School Improvement implements the components of Assistance Plus, and coordinates a team-based cross-agency delivery system for state assistance and interventions. Staff in the Office of Independent Education and Parental Choice serves on the Department's Assistance Plus team to provide assistance and conduct regular site visits to specific charter schools in need of assistance.

Recognition for High Performing Charter Schools

An important part of Florida's A+ Education Plan is the School Recognition Program that provides financial awards to schools that demonstrate sustained or significant improvement in student performance. Schools must earn an "A" or improve at least one letter grade in order to be eligible to receive recognition awards. As a result of grades earned in the 2006-07 grading period, 108 charter schools received state school recognition awards for exemplary or greatly improved student performance. This represented 50 percent of charter schools that were graded in 2006-07. Of note is a change in Florida's accountability

system in the 2006-07 grading cycle that allowed schools to be designated as “alternative schools.” Twelve (12) charter schools were designated as alternative schools and did not earn a performance grade, making them ineligible to receive school recognition funds. The change in designation could be one explanation for the decrease in number of charter schools earning school recognition during 2006-07. Florida awarded nearly five million dollars in state school recognition funds to charter schools in 2006-07 for sustaining or improving the performance of their students as determined by their school performance grades.

Charter Schools Earning School Recognition



4. One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process (10 pts). The state: (a) Provides for one authorized public chartering agency that is not an LEA, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to state law; or (b) In the case of a state in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

Florida’s original charter school legislation was enacted in 1996 and provided local school boards and select state universities the authority to sponsor charter schools. While Florida’s legislation has generally been ranked strong in terms of charter supportive provisions, the Center of Education Reform has consistently stated that the law could be strengthened by permitting multiple entities to sponsor charter schools in addition to local school boards. In 2006, the Florida Legislature passed the Florida Schools of Excellence Commission law, which is resulting in significant and far-reaching changes for charter school authorizing in the state (see Appendix A). The law established the Florida Schools of Excellence (FSE) Commission as an independent, statewide entity to sponsor charter schools and authorize municipalities, state universities, and

community colleges as co-sponsors. In addition, the legislation allows school districts to seek exclusive authority to sponsor charter schools in their geographic governing area.

Currently, the 358 operating charter schools in Florida are sponsored by a district school board or a state university, in which case the charter school was converted from a university laboratory school to a charter laboratory school. Sponsors are responsible for monitoring the charter schools, reviewing revenues and expenditures, and ensuring innovation and consistency with state education goals, including the state accountability system. Charter laboratory school applications are subject to review by the state university in consultation with the district school board in that jurisdiction. District school boards that have been granted exclusive jurisdiction over charter schools in their districts as allowed by the 2006 state legislation approve or deny all charter school applications in their geographic boundaries. Statutory authority requires the State Board of Education to hold hearings on exclusivity for district school boards that have submitted exclusivity applications. District school boards were initially authorized to request exclusivity for the 2007-08 fiscal year, and must submit a resolution seeking exclusive authority each year thereafter. Following an extensive application, review, and public hearing process as specified in State Board Rule 6A-6.0783, FAC, the State Board of Education granted three of Florida's 67 local school districts exclusive authority to sponsor charter schools within their geographic regions during the 2007-08 school year (see Appendix F). As required by law, school districts seeking exclusive authority to sponsor schools in their geographic boundaries must submit a resolution to the Department on or before March 1 of each year.

Alternatively, charter schools applicants may now apply to the seven-member FSE Commission in instances in which the district school board has not received the status of exclusivity. The FSE Commission is an independent state-level authorizer of charter schools, appointed by the Governor, Senate President, and Speaker of the House of Representatives. The FSE Commission is permitted to enter into co-sponsorships with municipalities, state universities, community colleges, and regional educational consortia. The FSE Commission, under the supervision of the State Board of Education, is designed to provide a high level of quality, efficiency, transparency and accountability. The FSE Commission will authorize and act as sponsor

of charter schools, approve or deny FSE charter schools applications, renew or terminate charters, and conduct facility and curriculum reviews. An Executive Director oversees the daily operation of the FSE Commission.

To help ensure that charter school applications are appropriately considered by potential eligible sponsors, Section 1002.33(6), Florida Statutes, authorizes a charter school appeal process designed to provide a fair and impartial review of applicants whose request for a charter has been denied. Procedures for filing and reviewing all charter school appeals are outlined in State Board Rule 6A-6.0781, FAC, including timelines, processes, and procedures (see Appendix F). If a potential sponsor denies a charter school application, a written decision for the denial must be provided to the applicant. Upon receipt of the written decision, the applicant is granted by law the right of appeal to the State Board of Education. The appeal process will also apply to applicants that submit charter applications to the FSE Commission seeking sponsorship or cosponsorship and are denied.

To assist the State Board of Education in this task, state legislation was enacted to create the Charter School Appeal Commission (Section 1002.33(6)(c), Florida Statutes). The eight-member commission is comprised of an equal number of charter school operators and school district staff. The commission, chaired by the Commissioner of Education or his designee, is charged with reviewing each appeals case and issuing a recommendation for action to the State Board of Education. The Department has developed guidelines to ensure that the Charter School Appeal Commission conducts an objective review of all written applications and related documents and effectively evaluates all evidence presented in support of or in opposition to the decision of the school board denying the application. Once the Commission has forwarded its recommendation, the State Board of Education by majority vote may elect either to sustain or to overturn the school districts' action.

Since the Charter School Appeal Commission was established in 2002, applicants have used this process to appeal 69 of the local school board decisions to deny charter school applications. The commission's decision has been in favor of 17 of these charter schools and 35 decisions in favor of local school boards were upheld. Other appeals are still pending or were withdrawn. In the past, the State Board of Education overturned school board denials of charter applications for two primary reasons—determining that the school board provided insufficient evidence to deny the application, and determining that the school board used reasons outside those provided in Florida law as the basis for denying the application.

The 2002 Florida Legislature further strengthened the charter school appeals process by making the State Board of Education decision binding on school districts as the final action. As a result of this change, a higher percentage of applications that were initially denied have resulted in the opening of charter schools. Only 25 percent of the applicants who won appeals by the State Board of Education in 2001-02 subsequently opened charter schools. In contrast, the new process has resulted in approximately 70 percent of the applicants who won appeals opening schools.

5. **High Degree of Autonomy (10 points). The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.**

Florida's charter schools enjoy a high degree of autonomy over their budgets and expenditures. Each charter school applicant is responsible for developing and presenting a budget when the charter school application is submitted to the sponsoring district. Generally, the budget will be proposed for three to five years, depending upon the requirements of each local district. Once a charter school is approved to open, the governing board is responsible for exercising site-based oversight over the budget and ensuring that federal and state dollars are spent according to the rules and regulations. While each charter school is entitled to use its discretion in creating an operating budget, the sponsor is statutorily charged with the responsibility of reviewing the charter school's revenues and expenditures to determine that the school is meeting its responsibilities of educating children in accordance with the charter. This is accomplished by

periodic financial reports of revenues, expenditures, and obligations and by periodic review of student registrations and membership. The frequency and composition of such financial reports are subject to negotiation between the sponsor and charter school and are incorporated into the charter.

Although school district policies vary, the accounting functions of budgets and expenditures for traditional schools are often managed at the school district level. In order to be self-governing, charter schools are given legislative support at the highest level through statutes to assist sponsors in understanding their responsibilities relative to charter school operations. An important part of the budgetary and expenditure autonomy of charter schools relates to access to funds.

While the sponsor is the fiscal agent for charter schools, Florida statutes specifically require that charter schools receive payment and reimbursement, including processing paperwork required to access special funding. Additionally, section 1002.33(17)(d), Florida Statutes, specifies that the payment shall be issued no later than ten working days after the district school board receives a distribution of state or federal funds. If this process is not followed, an additional amount of interest is paid to the charter school calculated on a daily basis on the unpaid balance from the expiration of the ten working days until the payment is made.

The Department provides a tool to assist charter school applicants and operators in the calculation of funds available to budget for school expenditures. The *Charter School Revenue Estimate Worksheet* calculates state and local funds from the Florida Education Finance Program that charter schools are entitled to receive, as well as other categorical funding based on the programs required for the specific school's population (see Appendix G). This sheet is designed to promote dialogue between charter schools and sponsors regarding funding and helps schools monitor the payments that should be received from their fiscal agent. The Department provides training and technical assistance to charter school staff and potential school developers in the use of this online spreadsheet application available on the Department's Web site. The worksheet is updated with the most current funding data five times each fiscal year.

Not only does Florida protect the rights of charter schools to have access to funding, but it provides assurance that charter schools remain autonomous in their operations by the convening of a Charter School Review Panel to review issues, practices, and policies regarding charter schools. Members include individuals with experience in finance, administration, law, governance, construction, and operation as well as education. The panel is appointed by the Commissioner of Education, the president of the Senate, the Speaker of the House of Representatives, and the Governor. The panel makes recommendations to the Florida Legislature, to the Department of Education, to charter schools, and to sponsors for improving charter school operations and oversight and for ensuring best business practices at and fair business relationships with charter schools.

Charter schools receive fiscal support at the state level to help them secure financing to build facilities. Section 1002.33 (7)(b), Florida Statutes, states that in order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of two years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. These long-term charters are subject to annual review and may be terminated for cause during the term of the charter.

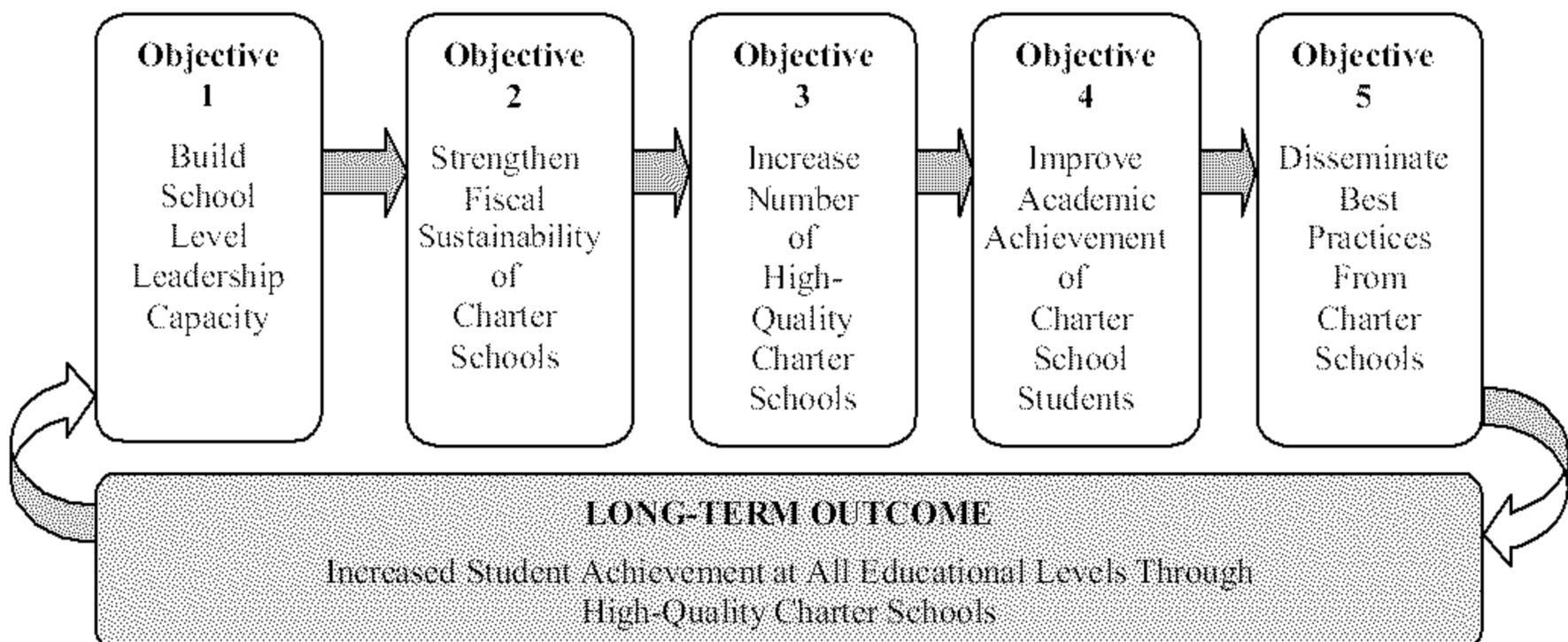
With these assurances and support from the state level, schools and sponsors have incentive to work together to allow charter schools to operate with autonomy while working within the framework of acceptable and prudent business practices.

Application Requirements

- (i) Describe the objectives of the SEA's charter school grant program and describe how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program.

Florida's state education mission is to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by student parents, and communities. The Florida State Board of Education has approved a long-range Strategic Plan that includes eight strategic imperatives for meeting the state's education mission and goals. *Strategic Imperative 5.0, Increase the Quantity and Improve the Quality of Education Options*, places a priority on expanding the number and strengthening the quality of school choice options for Florida's families (see Appendix H). The proposed project includes five major objectives that are consistent with the strategic imperatives and educational goals of the State Board of Education. The objectives are also aligned with the purposes of the federal Charter Schools Program as authorized by the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. Achievement of the objectives will contribute to reaching the project's long-range outcome of increasing charter school student achievement at all educational levels through high-quality charter schools.

Florida's 2008-2011 Charter Schools Program Project Objectives



- *Build leadership capabilities of charter school administrators, boards, and authorizers to sustain high-quality charter schools.*

Strong and supportive leadership is one of the major factors associated with the success of charter schools. The Department aims to provide increased opportunities for charter school leaders to improve and expand their skills to ensure that Florida's charter schools are providing high-quality learning opportunities for the students they serve. A challenge is to ensure that Florida's newest and aspiring charter school leaders are prepared to effectively direct Florida's charter school growth and ensure that quality programs are in place to serve all students.

- *Strengthen the fiscal sustainability of Florida's charter schools.*

Sound financial management is an essential function in the operation of a high-quality charter school. The Florida Legislature and the Department have taken several steps to help identify and better assist financially struggling schools. Yet, some charter schools in Florida continue to struggle financially. The grant will enable the Department to take additional steps to further improve the financial management and performance of charter schools, including the identification of indicators for identifying charter schools at high risk for financial problems, and providing additional training and technical assistance to schools in financial decline.

- *Increase the number of high-quality charter schools in Florida, and in particular quality secondary schools, that enable students to make progress toward meeting state academic standards.*

Strategic Imperative 5.0 closely parallels the Charter Schools Program objectives established under the Government Performance and Results Act (GPRA) of 2003, which focuses on the development of a large number of high-quality charter schools that will enable students to reach challenging state performance standards. As one of Florida's fastest growing choice options, charter schools have a key role in helping to achieve Florida's *Strategic Imperative 5.0* and the ESEA Charter Schools Grant objectives. Funds awarded to Florida through the Charter Schools Program grant will provide resources to develop, implement, and expand high-quality charter schools in geographic areas, including urban and rural areas, in which a large

population or number of public schools has been identified in need of improvement pursuant to Florida's accountability system.

- *Improve the academic achievement of charter school students, especially students who are at greatest risk of not meeting state academic standards and not completing high school.*

The grant will assist the state in promoting high student achievement in Florida's charter schools and ensuring that every student is proficient on grade level in reading, mathematics, and science. In support of Florida's secondary reform initiatives, the grant will enable the Department to place a priority on ensuring stronger student achievement at the secondary level and providing enhanced and relevant opportunities for charter middle and high school students to prepare for postsecondary learning and career successes. To that end, the Charter Schools Program grant is integral in helping Florida continue to make progress in accomplishing federal, state, and agency goals and objectives, with the long-term outcome being increased student achievement.

- *Disseminate best practices from charter schools that have had success in increasing student achievement among charter schools and other public schools in Florida*

From schools specializing in the performing arts to those focusing on technical training, Florida's charter schools cover the spectrum of educational needs. One of the promises of charter schools is that they can serve as laboratories of innovation. Because they have greater autonomy than traditional public schools, and since they attract pioneering educators, many of Florida's charter schools have demonstrated success over time in boosting student achievement, implementing innovative instructional programs, and involving parent and the community in the educational process. Achievement of this objective will assist these schools in sharing their effective approaches to education with other charter schools and transplanting them back in to the larger public education system.

Steps to Provide Information about the Charter Schools Program and Subgrants

The Department will enhance and expand current methods and strategies for informing teachers, parents, communities, and other stakeholders about the availability of Charter Schools Program subgrants.

Information announcing Florida's charter school planning and implementation grants and dissemination grants will be widely disseminated to all school districts, state university presidents, community college presidents, current charter schools, and other stakeholders, and will be provided electronically and in hard copy formats. The Department will use its paperless communication system which includes thousands of subscribers, including public and private stakeholders to provide notice regarding the availability of the subgrant program. The grant announcement and relevant grant workshops and regional meetings will be posted on the Department's Web site and will be available to potential school operators who are preparing an application for charter school status.

Florida's recently-funded Voluntary Public School Choice (VPSC) Grant will provide additional opportunities to share information about the Charter Schools Program. As a result of the VPSC grant, five new parent information resource centers will be opened, in addition to the eight currently-operating centers, throughout Florida in urban and rural public school districts. The centers will increase parents' access to critical support and readily-available school choice information, including information about charter schools and the Charter Schools Program grant.

In addition, the Department is building and will continue to refine an additional listserv that will expand access to all grant information to include, but not be limited to, Chambers of Commerce, volunteer coordinators, business partner coordinators, faith and community based partners, and 21st Century Community Learning Centers contacts. The Department will also enhance partnership efforts with charter school professional organizations and associations, such as the Florida Consortium of Public Charter Schools, to ensure maximum communication with interested stakeholders.

(ii) Describe how the SEA will inform each charter school in the State about Federal funds that the charter school is eligible to receive and Federal programs in which the charter school may participate.

Florida charter schools receive a combination of federal, state, and local funding, with the majority of the funding from the state through the Florida Education Finance Program (FEFP) and categorical funding. School districts are required to provide charter school students who are eligible for federal programs and services the same level of funding that is provided to students and personnel in the school district's traditional public schools. Charter schools may also receive additional financial assistance, including state capital outlay funds and federal planning and implementation grants.

The Department will continue to use strategies including technology, training events, publications, and written communication to inform each charter school in the state about the availability of federal funds to which they may be entitled to receive and programs in which they may participate. The Department's paperless communication system is the primary strategy for providing information to charter schools in a timely and cost efficient manner. After registering as a user and indicating topics of interest, a charter school is automatically notified when official correspondence is posted on the Department Web site. The school receives e-mail notices containing links to messages, reports, legislative updates, technical assistance papers and official memorandums issued by the Florida Department of Education. All messages link to PDF files which may be viewed, downloaded to the school's computer, or printed and used as needed.

The Department is expanding and developing additional resource materials regarding school finance and budgeting that will include information regarding all federal programs and funds for which charter schools may be eligible. These resources will include descriptions of federal programs for which charter schools may be eligible, program eligibility criteria, appropriate use of funds, timelines, access to and benefits of district services funded with these resources, and requirements relative to school district planning and budgeting of these funds. For example, the charter schools office staff is currently working with the Bureau of Student Assistance to develop a *Title I Funding Handbook* that includes a specific section on charter school eligibility. The materials will be posted on the Department's charter school Web site and incorporated into the *Charter School Operating Manual* that is currently being updated for charter school

applicants and operators and school district staff, resource packets developed for new and developing charter schools, and regional training opportunities for school district staff and new and developing charter schools. In addition, the Department will provide assistance and training to school district staff responsible for developing plans for use of these federal funds and guidelines that include strategies for including charter schools in the planning process.

(iii) Describe how the SEA will ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly.

Florida's charter schools are public schools that operate under a contractual agreement with an authorized sponsor. As public schools, both state and federal law requires that they receive all federal funds for which they are eligible. Charter schools also must be included in all monitoring activities, reporting (such as comparability), and are included in the accountability system. Under section 1002.33(17)(c), Florida Statutes, if a district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in charter schools in the school district shall be provided federal funds for the same level of service provided students in the schools operated by the district schools board (see Appendix A). Further, timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special state and federal funding, is required.

The Department proposes to take further steps to ensure that each charter school receives the school's commensurate share of state and federal education funds that are allocated by formula each year by developing an electronic annual financial report for charter schools similar to that required by school districts that will enable the Department to analyze and validate cost data for charter schools, and monitor allocation and expenditures of these funds by the district and the charter school. In addition, the Department will continue to emphasize the need for Requests for Applications for all federal funds clearly

address charter schools and how requested funds will be used to support charter schools by allocating direct funds to the school or by providing services to the school(s). The Department will also continue to require that the protocols for monitoring use of federal funds by school districts include components for determining how and when school districts allocate federal funds and services to charter schools. This ensures that, in addition to eligible new schools receiving their share of funds, those schools which expand significantly by adding grade levels, facilities or other means of expansion are easily identified to receive appropriate and timely distribution of federal funds.

(iv) **Describe how the SEA will disseminate best or promising practices of charter schools to each local educational agency (LEA) in the State.**

One of the grant objectives is to demonstrate best practices from charter schools that have demonstrated success in increasing student achievement. Florida uses a variety of strategies to showcase outstanding charter schools and their accomplishments, including written information and presentations at conferences and meetings. One of the most distinctive honors for any school is to be designated as a No Child Left Behind Blue Ribbon School. Three charter schools were recognized as national Blue Ribbon Schools in 2006-07. In addition to the national ceremonies and awards, Florida recognized the successes and promising practices of these schools by highlighting them on Department Web site, previewing their successful practices in various state newsletters, and including a special awards presentation at Florida's annual charter school conference that was held in December 2007. Similar activities were used to share the successes of two Dade County charter high schools that were named among the best high schools in the nation. Information is posted on the Web site about the charter schools that receive monetary awards through Florida's School Recognition Program along with the successful practices that helped them to earn an "A" or improve a letter grade. Events and activities are planned every year during the national Charter Schools Week to highlight charter schools promising practices. Evaluation ratings for Florida's annual statewide charter school conference consistently show that participants rank the sessions focusing on promising and best practices as extremely valuable. The most recent statewide conference in December

2006 included several interactive and round table sessions which allowed charter school personnel to share promising practices and success strategies. Information about the 2008 statewide conference is currently posted on the Department Web site and includes a call for presenters to share ideas, promising practices, and success stories.

Charter schools that receive dissemination grant awards have specific expectations for sharing promising and successful practices. The description of funded projects will be posted on the Department's Web site and shared with all school district superintendents, school choice contacts, and other stakeholders. All dissemination subgrantees will be expected to present at the annual charter school conference during the first year of their grant. During subsequent years of grant funding, the dissemination grantees will be expected to make public presentations of their project at other conferences, meetings, and other events. Information regarding the dissemination subgrants will also be posted on the Department Web site.

(v) *If an SEA elects to reserve part of its grant funds (no more than 10 percent) for the establishment of a revolving loan fund, describe how the revolving loan fund would operate.*

Florida has not elected to reserve funds for this purpose.

(vi) *If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the State.*

This proposal does not request waivers.

(vii) *Describe how charter schools that are considered to be LEAs under State law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.*

Florida law authorizes each school district to negotiate charter school services individually within each district for each school. Each charter school describes in the charter the services that will be provided to students with disabilities. Each district considers the charter schools as public schools and provides them with the same services as outlined in the district's *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* document.

The Department provides school districts with the opportunity to apply for the federal Individuals with Disabilities Education Act 2004 (IDEA), Part B funding through a standardized Request for Application process. The Department distributes federal IDEA, Part B funds to districts upon approval of the district grant application and release of the funding from the federal government. Local educational agencies in turn release funding to local schools, including charter schools, dependent upon the identified uses in the grant application. Local school districts are required to ensure that charter schools will be provided IDEA, Part B funds in the same manner as other public schools. Districts must identify how funding is allocated to schools and how IDEA funds benefit students with disabilities in all schools within the district, including charter schools.

The Department, in carrying out its oversight role, is required to oversee the performance of district school boards in an effort to assess and ensure the effectiveness of efforts to educate children with disabilities. In fulfilling this requirement, the Bureau of Exceptional Education and Student Services examines and evaluates procedures, records, and ESE services pursuant to IDEA 2004 within all local education agencies in Florida. The requirement in section 613(3)(1)(B) of IDEA 2004 pertaining to local educational agency eligibility does not apply to charter schools in Florida since there are no charter schools currently operating as a local educational agency. All charter schools sponsored by the Florida Schools of Excellence (FSE) Commission will be required to comply with all sections of IDEA 2004.

Selection Criteria

(i) *The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards. (30 points)*

Charter schools provide parents with additional choices for selecting the most effective educational programs for their children, and offer creative and cost-effective solutions for improving student achievement in Florida. The charter school movement in Florida began as an avenue to improve student learning, increase parental choice, influence the traditional public school system, and foster innovative instructional practices. Charter schools in Florida are able to expand learning experiences to more effectively meet the needs of each student and are largely free to provide innovative and effective educational programs and educational choice to underserved groups of students. Offering innovative instructional strategies and flexibility not available in most traditional public schools, Florida's charter schools often find a means of helping students succeed who were unsuccessful in regular traditional public schools.

As required by section 1002.33(2)(b), Florida Statutes, charter schools must 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; and (4) require the measurement of learning outcomes. No longer considered an experiment in education, charter schools are an integral part of Florida's public school system and state data show that charter schools in Florida are serving increasingly diverse student populations. Over half of the students currently enrolled in charter schools in 2007-08 are minorities. One noticeable trend over the past decade is the growing enrollment of Hispanic students in charter schools. Hispanic student enrollment has increased from two percent in 1996-97 to 31 percent in 2007-08. The percent of students with free or reduced-price lunch status at charter schools is 35 percent, in contrast to 46 percent of traditional public school students.

As shown in the following table, between 33 and 41 percent of charter schools in the state over the last five school years have received Title I funds to raise the achievement of low-achieving students.

Title I Charter Schools in Florida

School Year	Total Charter Schools	Number Title I Charter Schools	Title I Charter Schools as Percentage of Total
2006-07	356	118	33%
2005-06	334	110	33%
2004-05	301	112	37%
2003-04	257	106	41%
2002-03	223	81	36%

Recently, 2006-07 FCAT scores in reading, mathematics, and science were analyzed to compare the proficiency of charter school students and traditional public school students (see Appendix D). Florida's accountability system defines student proficiency as scoring an Achievement Level 3 or above on the FCAT. The analysis yielded the following findings:

- **A greater percentage of charter elementary and middle school students are proficient in reading than similar traditional public school students.**
- **A greater percentage of charter middle school students are proficient in mathematics than similar traditional public school students, but charter elementary and high school students continue to lag.**
- **A greater percentage of charter school elementary and middle grade students are proficient in science, but charter high school student proficiency lags behind that of traditional public high school students.**

Generally, these findings show that charter schools are providing solid learning opportunities for the students they serve. FCAT data further show that the achievement gap between white and African-American students and white and Hispanic students at charters is smaller across all school types

(elementary, middle, and high school) in charter schools compared to traditional schools. However, the findings clearly point to areas that need to be addressed if the achievement of all charter school students is to be improved, particularly those students served by charter high schools.

Resources from previous Charter Schools Program grants have contributed greatly to the successes that are evident in Florida's charter schools, both in helping to open new schools and providing funds to support implementation of successful teaching and instructional strategies. Continuation of the Charter Schools Program grant funding will enable Florida to continue to maximize resources to ensure that all students, including educationally disadvantaged students and secondary students, will achieve state academic content standards (Florida's Sunshine State Standards) and meet state student academic achievement standards as measured by the FCAT. Florida is a leader in secondary school reform, and is placing priority on measures to assist with support activities and interventions aimed at improving the academic achievement of all secondary public school students who are at greatest risk of not meeting challenging state academic standards and not completing high school. In addition to providing subgrants to support the development of new charter schools, the grant program will encourage strategies that bridge the transition between charter middle and high schools by: (1) improving articulation between charter middle and high schools; (2) supporting charter schools in offering expanded majors to reflect the unique needs and interests of the students they serve; and (3) assisting with charter school students selecting majors early in accordance with state direction. The grant will enable Florida to provide additional technical assistance and professional development to improve the leadership skills of charter school administrators, governing board members, and sponsors. This focus on leadership development is an integral investment in the project's long-term outcome of increased student achievement through high-quality charter schools. Without strong and successful leadership, improvement and continued growth in Florida's charter schools cannot be maximized.

(ii) The degree of flexibility afforded by the SEA to charter schools under the State's charter school law. (30 points)

Charter schools in Florida are independent public schools of choice. These schools operate under a contract with a chartering sponsor, which is, by law, intended to free charter schools from many regulations imposed on Florida's traditional public schools. A charter school shall operate in accordance with its charter and shall be exempt from the Florida K-20 Education Code (Chapters 1000-1013, Florida Statutes), except those statutes specifically applying to charter schools; those pertaining to the student assessment program and school grading system; those pertaining to the provision of services to students with disabilities; those pertaining to civil rights; and those pertaining to student health, safety, and welfare. Charter schools are not exempt from any statute governing public records, public meetings and records, public inspection, and penalties.

A local school board's policies do not apply to a charter school that it sponsors. Charter schools are responsible for developing their own policies and procedures, and the governing board of each school must approve or reject the policies and procedures. Generally, charter schools in Florida have adopted the policies and procedures of their school district. There is every indication that the state and the school districts do not inhibit flexible operation and management of the charter school. In fact, most districts take a hands-off approach toward the charter schools, allowing the schools to function autonomously unless there are issues related to the health, safety, and welfare of a child or student body. Section 1002.33(12)(a), Florida Statutes, provides that a charter school shall select its own employees. Those individuals who work at a charter school are employees of that charter school and are not considered employees of the school district.

(iii) The number of high-quality charter schools to be created in the State. (30 points)

Charter schools in Florida have experienced dramatic growth since their inception in 1996. Five charter schools operated during the 1996-97 school year. In the 2007-08 school year, there are 358 operating

charter schools. The charter school student enrollment has grown from 574 students in 1996-1997 to over 104,000 students in 2007-08 school year. Florida's 2005-08 federal Charter Schools Program grant allowed the state to award planning and implementation grants to 124 charter schools. In the 2008-2011 grant period, Florida will continue its demonstrated progress in increasing the number of high quality charter schools that are held accountable for the terms of their charters and for meeting clear and measurable objectives for the educational progress of their students. Consistent with Florida's secondary education reform initiatives, an emphasis will be placed on establishing programs to serve secondary students, particularly at the high school level.

The Department proposes to expand school choice options for parents by annually increasing the number of high quality charter schools in Florida as evidenced by providing subgrants for planning, program design, and initial implementation to at least 50 new charter schools each year of the grant period. This projection is based on the number of new charter schools that were awarded subgrants during the 2005-08 grant period as shown in the table below. While the table shows a significant decrease in the number of schools receiving awards in 2006, it is important to note that a policy decision was made to increase the amount of each planning and program design subgrant awarded during the second and third year of the Charter Schools Program grant period. The purpose in doing so was to provide increased funding during the school's implementation period rather than at the front-end of the planning and design phase of the subgrant. This decision is consistent with the Department's priority to increase the potential for charter schools to be of higher quality, rather than just increasing the number of new charter schools. Further, it is widely known that the actual planning and design of a school is less costly than the actual opening and continued operation. By averaging the number of subgrants awarded over the three-year period and considering the number of new charter school applications currently pending approval for opening in the 2008-09 school year as described in *Competitive Preference Priority 3* of this project application, the proposed number of 50 schools to be funded each year appears to be realistic.

Planning, Program Design and Implementation Subgrants During 2005-08 CSP Grant

Three-Year Funding Period	Subgrants Awarded
2005-08	60
2006-09	30
2007-2010	34

The Florida Charter Schools Program grant will facilitate the awarding of three-year planning and implementation subgrants to new charter schools, with preference priority in funding for schools in the following categories:

- Charter schools in school districts that currently do not have a charter school
- Charter schools in school districts identified as underrepresented or underserved by the current number of charter schools in the district
- Charter schools that are established and framed around the career academy national standards of practice ten key elements of successful implementation
- Charter schools that partner with state universities or community colleges to develop integrated career academies or expanded opportunities for accelerated mechanisms, such as dual enrollment, Advanced Placement, and Advanced International Certificate of Education (AICE) Program.

iv. Quality of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)

State Charter Schools Program (CSP) Administration

The Florida Department of Education intends to implement a sound and effective management plan to ensure that all objectives are achieved and services are delivered as promised in the grant application. The

Charter Schools Office in the Office of Independent Education and Parental Choice (IEPC) will have lead responsibility for directing, managing, and coordinating the project. This organizational placement is a direct report to the Commissioner of Education and reflects Florida's emphasis on initiatives and strategies that promote statewide education reform, schools choice, and accountability.

In previous Charter School Program grant applications, the Director of the Charter Schools Office has been identified as the person responsible for administration of the project and oversight of the subgrant award process. Over the years, however, the Department has expanded the responsibilities of the Charter Schools Office Director to include responsibility for the Virtual Education and Home Education programs.

Responsibility for these additional programs has greatly increased the time required for overall office planning, organizing, and administrative functions. At the same time, the rapid growth in Florida's charter school movement has greatly expanded the need for specialized technical assistance and training, program evaluation, communication, monitoring and compliance, and other activities related to the implementation of a comprehensive charter school program. Therefore, the Department will identify a position reporting directly to the Charter Schools Office Director with responsibility for managing, administering, and reporting all Charter Schools Program grant activities. Currently, the Department is conducting a national search for a project director with proven experience in both charter school program development and grants management. In the interim, the Finance Director in the Office of Independent Education and Parental Choice is serving as the Charter Schools Program project director (see attached vita).

Additional staff supported by grant funds will include two full-time and one part-time program specialists with responsibility for providing charter school technical assistance to school districts, charter schools, and other stakeholders, coordinating training and communications, tracking and maintaining records and data for statistical reporting; and conducting onsite monitoring visits and desk compliance audits. In addition to the positions supported with grant funds, several state-funded positions have been reassigned to focus on

financial management and compliance issues, with a majority of staff time devoted to providing assistance and ensuring compliance with Charter Schools Program grant requirements.

Effective and successful implementation of the Charter Schools Program grant requires extensive coordination and collaboration with staff in key other offices and divisions of the Department, including:

- The **Office of Grants Management** oversees all aspects of grants management and will have an integral role in implementing the Charter Schools Program grant. The office tracks funds awarded as grants and funds that are available for distribution as grants. The office also will assist as needed in managing the competitions for grant programs, the application award, and amendment processes.
- The **Comptroller's Office** and **Office of K-12 Budget Management** will provide service in the areas of accounting, financial management information, payroll, and travel reimbursement to the Department's program administrators and to subgrant recipients as appropriate.
- Ongoing coordination with the **Division of K-12 Public Schools** will ensure alignment of services to charter schools with those of other public schools and will enhance communication and linkages among the Department, school districts, charter schools, and potential charter school applicants. In particular, coordination with this agency division will be necessary to more closely align charter schools with the state's secondary reform initiatives and requirements which are a key focus of the grant application.

The **Bureaus of School Improvement, Public School Options, Exceptional Education and Student Services, and Student Assistance** provide statewide leadership and assistance necessary to establish and sustain high-quality charter schools. Other K-12 focused offices that are integral to the implementation of the grant include the **Just Read, Florida! Office** and the **Office of Mathematics and Science**.

- Assisting charter schools in establishing career academies will require significant collaboration with the **Division of Workforce Education** and ongoing partnership with the **Division of Accountability, Research and Measurement** is necessary to ensure the accuracy, timeliness, and quality of charter school data for accountability.

As proposed in Florida's 2005-08 Charter Schools Program grant application, an intradepartmental team with charter school-related responsibilities was established in May 2005. This team has been meeting as needed since then to address diverse charter school issues and policies. Continuation of the team's work during the proposed grant period will result in the production of policy publications and specialized technical assistance documents focusing on current charter school issues.

Management of Subgrant Award Process

Florida awards planning, design, and implementation grants for a period of up to three years, with no more than 18 months used for planning and program design, and no more than twenty-four months used for initial implementation of the charter schools. Schools are required to submit only one application for this three-year funding model. A school may submit an application to open a charter school to their district school board or to the Florida Schools of Excellence (FSE) Commission if the school district in which the FSE charter school is to be located has not retained exclusive authority to authorize charter schools. Florida charter school law authorizes sponsors to receive and review all applications for a charter school received on or before August 1 of each calendar year for schools to be opened at the beginning of the next school year, or to be opened at another time agreed upon by the applicant and their sponsor. While the law authorizes sponsors to receive applications after the statutory deadline, most applications for new schools are submitted by August 1 of each calendar year. In accordance with Florida policy, a charter school will be eligible to apply for charter school sub-grant funds when the sponsor approves the charter application. The Department has procedures for reporting the receipt of charter school applications by the sponsor and procedures for assigning unique FDOE school numbers when applications are approved. The Department will operate an annual application and award cycle to enable schools to submit subgrant applications within a reasonable time following approval of their charters.

Charter schools awarded three-year planning, design, and implementation grants will be required to meet specific timelines and reporting requirements in order to remain eligible for further funding. The

Department will monitor the timelines based on the date on which a new charter school receives its first award. Schools will be required to submit expenditure reports, training documentation, and budget reports, including any revisions to the project. Funds will be awarded to schools based on a formula that provides level funding for all recipients in the first and third year of the three-year sub-grant award and base funding determined by the number of students enrolled in the school in the second year of the award. The balance of funds awarded to schools that do not successfully move into the implementation stage of the grant will be reallocated to new grant recipients.

Management of Subgrant Application Review Process

At the local level, prior to the grant application coming to the Department, the applications will be reviewed by the charter school governing board and then forwarded to the school district or the Florida Schools of Excellence, which serve as sponsors. The grant application will require the signature of the superintendent (or designee) or the Executive Director for applications that are approved by the Florida Schools of Excellence (FSE) Commission.

The Department has a central grant receiving and processing unit for all state and federal grants. A broad-based committee of individuals knowledgeable of public education and charter schools will conduct a peer review of the applications. All peer reviewers will be required to verify that they have no conflict of interest with any of the applications that they are assigned to review. The Department has established a scoring rubric and will provide reviewer training to ensure the fairness and integrity of the application review process. Award selections will be based on merit, quality, and thoroughness as determined by points awarded for the grant review criteria and all relevant information. Preferential points will be awarded to charter schools that are requesting funds to support secondary education programs and career academies. All applications will be reviewed and evaluated to assure guidelines of the federal regulations and state requirements are met. The Department will contract with a reviewer external to the state to periodically

evaluate the subgrant process and the effectiveness of the policies and procedures relative to administration of the program.

Other Charter Schools Related Activities

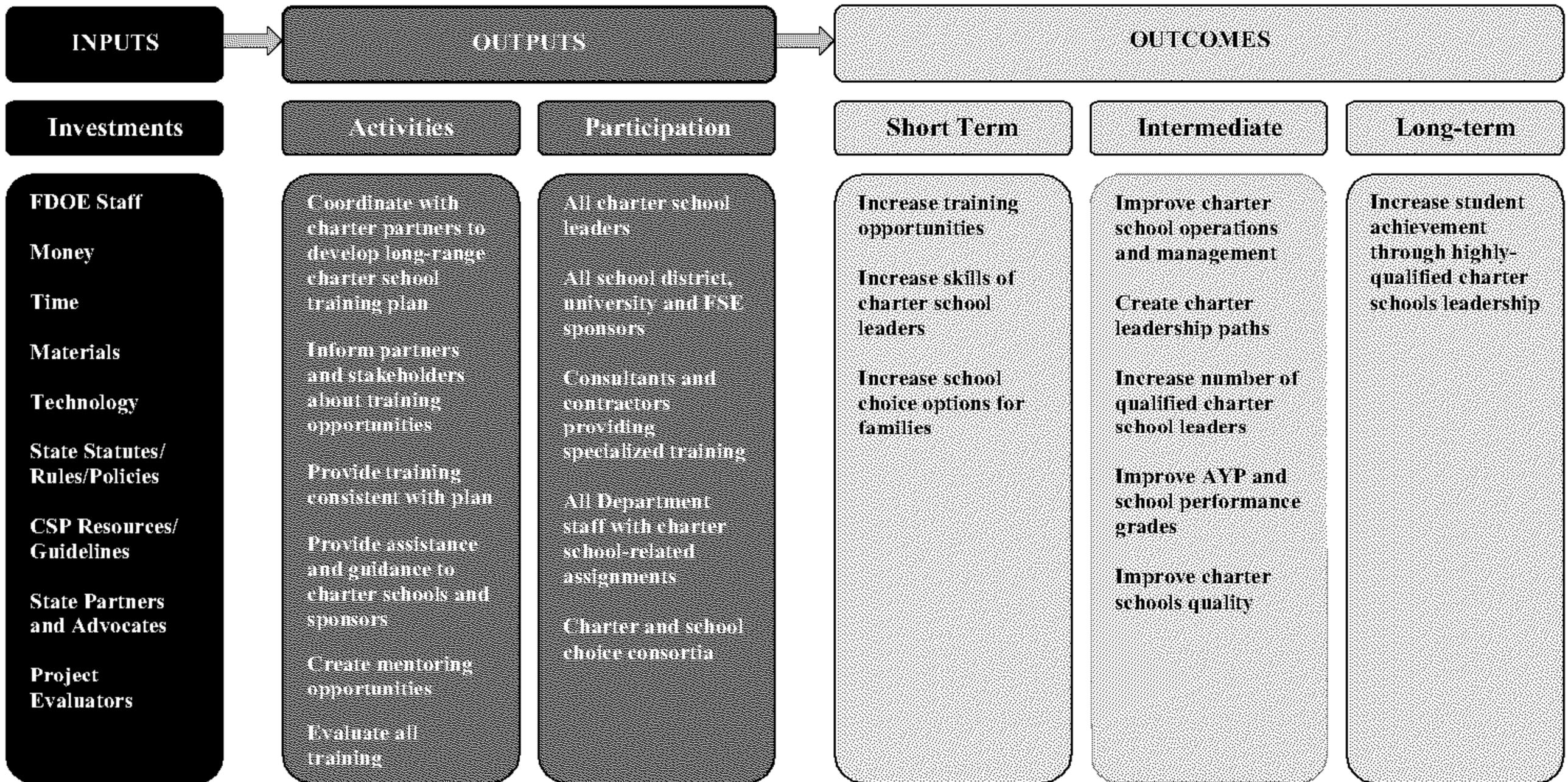
Section 1002.33(22)(b), Florida Statutes, requires the Florida Legislature to review the operation of charter schools during the 2010 legislative session. Based upon the Florida Senate's 2007 interim project, a report from the Auditor's General office, a report from a special unit of the Legislature created by law to improve services, quality, and efficiency of programs (Office of Program Policy Analysis and Government Accountability), the Department will ensure financial information is provided in a timely fashion and is available to the members of each charter school's governing board. The Department is establishing a team of experts that will serve in a problem-solving capacity to assist school districts and charter schools with financial issues. The Department will also develop and implement a more consistent charter application process, charter approval process, renewal process, and the reporting of the charter school's performance. Furthermore, the Department plans to conduct an annual survey to determine the charter school satisfaction of services provided by the sponsor and the Department; provide or coordinate training and technical assistance for charter school applicants in developing business plans and estimating expenses; and develop a modified annual financial reporting template for charter schools that would allow the district and state to include expenditures in educational cost reports.

The following model details the proposed project's objectives, performance measures and outcomes.

FLORIDA'S CHARTER SCHOOLS PROGRAM (CSP) GRANT

OBJECTIVE 1: Build leadership capabilities of charter school administrators, governing boards, and authorizers to sustain high-quality charter schools.

THE PROJECT OBJECTIVE RELATES TO THE PURPOSE OF THE CSP GRANT: The objective aligns with purpose of the Charter Schools Program to increase national understanding of the charter schools model and expand the number of high-quality charter schools available to students across the nation; it also supports Florida's Strategic Imperative 5.0, to expand the quantity and improve the quality of educational options for Florida families; and it helps to achieve Florida's educational goal related to ensuring a skilled workforce and economic development.



OBJECTIVE 1:

Build leadership capabilities of charter school administrators, boards and authorizers to sustain high-quality charter schools.

PROCESS PERFORMANCE MEASURES

- 1.A** By the end of the first year of the three-year grant, the FDOE will complete the revision of a full set of charter protocol documents—including charter application, contract, renewal, and operating guide—to clearly integrate federal CSP and state-mandated requirements and establish standard guidance for quality for all charter schools.
- 1.B** By the end of the first quarter of the first year of the grant, the CSP staff will conduct a statewide needs assessment of charter school administrators, boards, and authorizers to identify and prioritize professional development training needs.
- 1.C** During each quarter of each year of the three-year grant, FDOE will provide at least one training activity to address a need identified through the statewide needs assessment process.

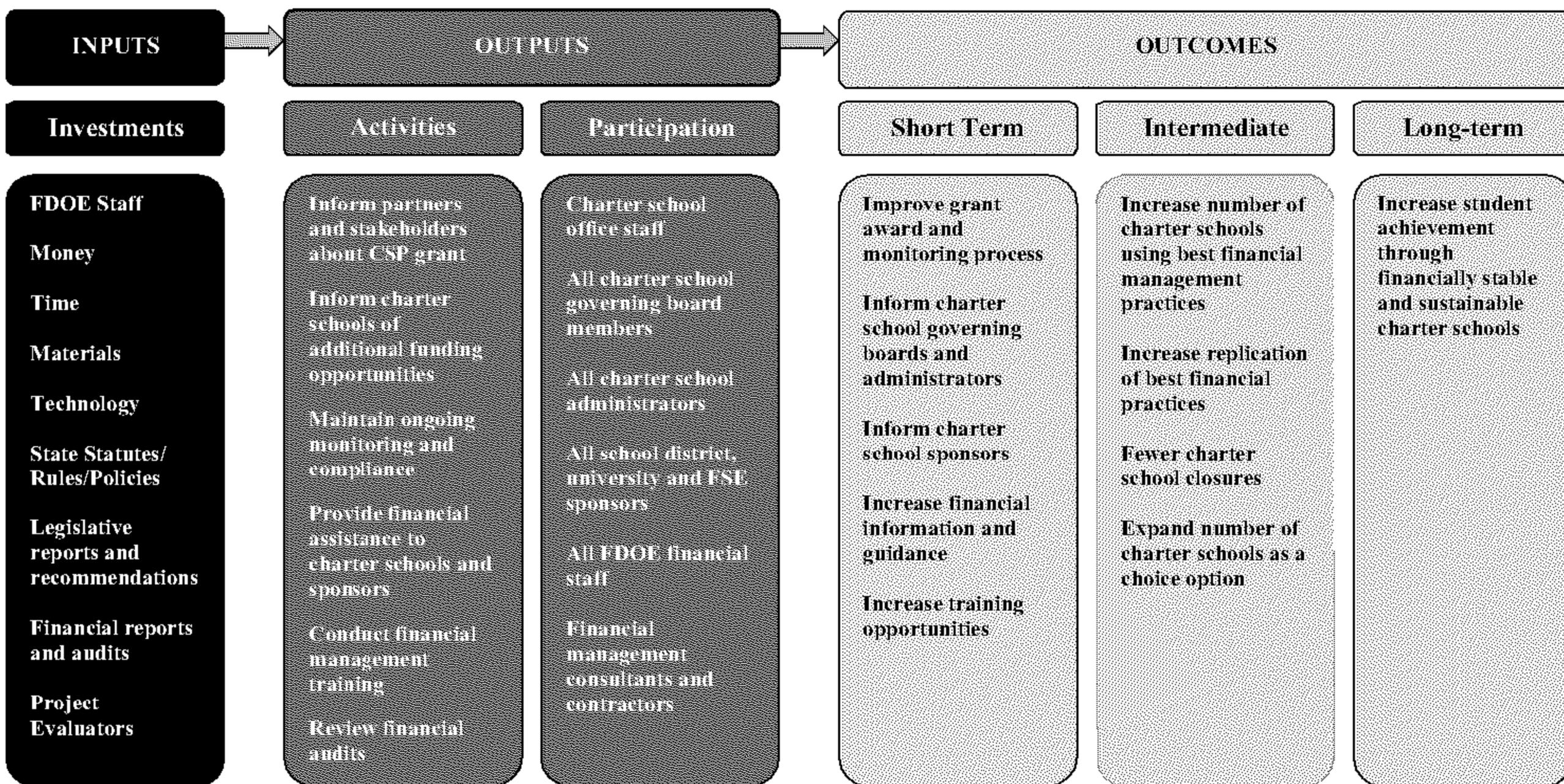
OUTCOME PERFORMANCE MEASURES

- 1.1** By the end of the third year of the grant, survey results from at least 80% of all charter schools and charter school sponsors will document that the protocol documents are effective in sustaining high-quality charter schools. .
- 1.2** During each year of the three-year grant, representatives from at least 90% of all charter schools and sponsors will participate in at least one training activity conducted by the Department to address an area of need identified in the statewide needs assessment.

FLORIDA'S CHARTER SCHOOLS PROGRAM (CSP) GRANT

OBJECTIVE 2: Strengthen the fiscal sustainability of Florida's charter schools.

THE PROJECT OBJECTIVE RELATES TO THE PURPOSE OF THE CSP GRANT: The objective directly aligns with the Charter Schools Program performance measure to expand the number of high-quality charter schools established in accordance with the Government Performance and Results Act of 1993; it also supports Florida's Strategic Imperative 5.0, to expand the quantity and improve the quality of educational options for Florida families and Strategic Imperative 7.0 to align financial resources with performance.



OBJECTIVE 2:**Strengthen the fiscal sustainability of Florida's charter schools.****PROCESS PERFORMANCE MEASURES**

- 2.A** By the end of the first year of the grant period, the Department will develop at least five indicators for use in identifying charter schools that are in a state of financial emergency.
- 2.B** During each year of the three-year grant, the Department will conduct financial monitoring visits or desk audits for at least 50% of the charter schools receiving CSP grant funds.

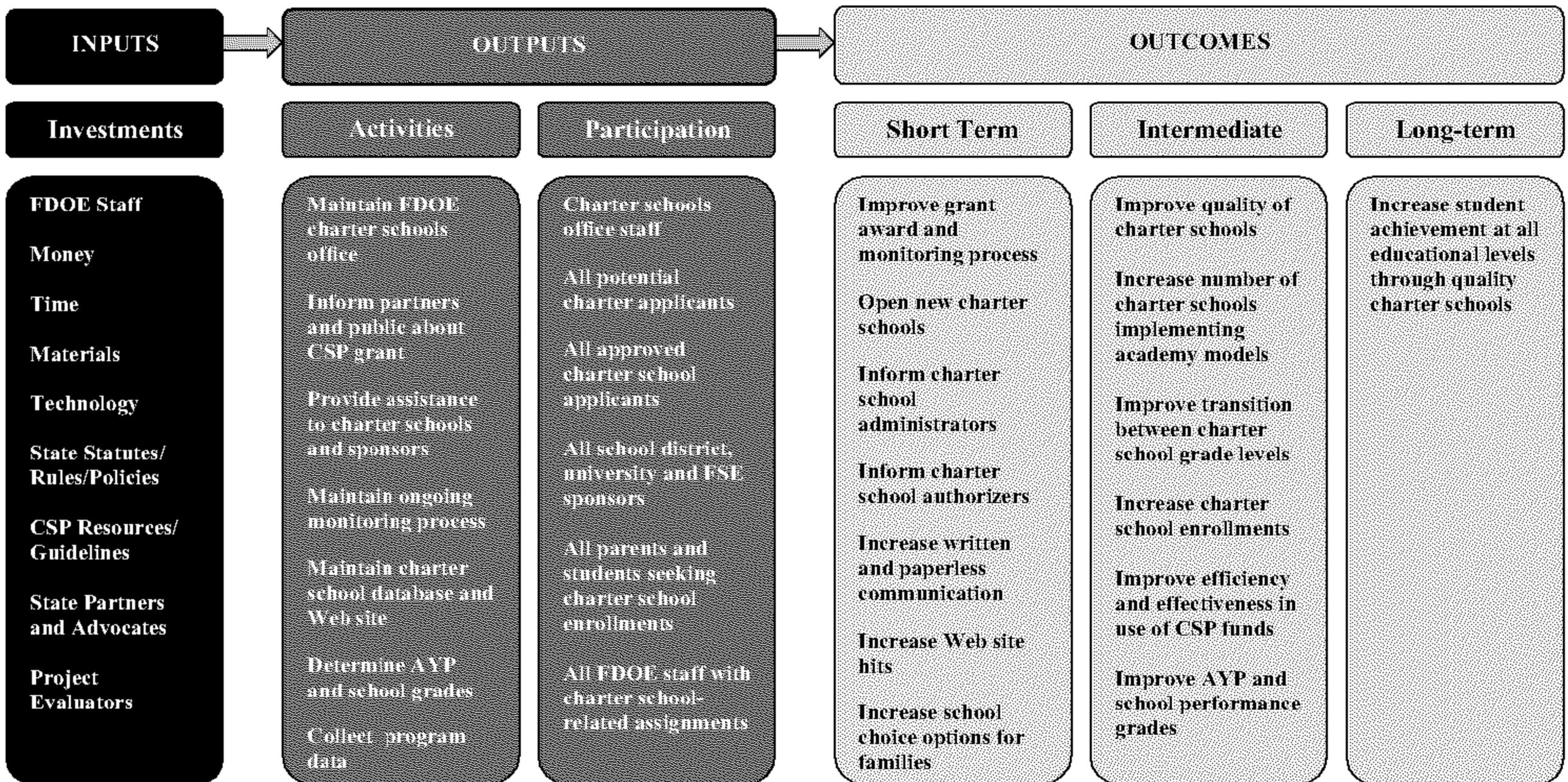
OUTCOME PERFORMANCE MEASURES

- 2.1** During each year of the three-year grant period, representatives from at least 100% of new charter schools that receive CSP subgrant funding will attend financial management training at the annual FDOE information database workshop during their first year of charter school operation.
- 2.2** At the end of the first year of grant funding, fewer than 20% of operating charter schools will be in a state of financial emergency as determined by the state's indicators.
- 2.3** At the end of the three-year grant period, fewer than 10% of charter schools that received CSP funding during the grant period will be closed due to fiscal instability.

FLORIDA'S CHARTER SCHOOLS PROGRAM (CSP) GRANT

OBJECTIVE 3: Increase the number of high-quality charter schools in Florida, and in particular high-quality secondary schools, that enable students to make progress toward meeting state academic standards.

THE PROJECT OBJECTIVE RELATES TO THE PURPOSE OF THE CSP GRANT: The objective directly aligns with the Charter Schools Program performance measure to expand the number of charter schools established in accordance with the Government Performance and Results Act of 1993; it also supports Florida's Strategic Imperative 5.0, to expand the quantity and improve the quality of educational options for Florida families.



OBJECTIVE 3:

Increase the number of high-quality charter schools in Florida, and in particular high-quality secondary schools, that enable students to make progress toward meeting state academic standards.

PROCESS PERFORMANCE MEASURES

- 3.A** During each year of the three-year grant, the Department will operate an application and award cycle to allow 100% of eligible new charter schools to receive CSP planning and program design funding within two months of meeting all subgrant review criteria.
- 3.B** During each year of the three-year grant, the Department will operate an application and award cycle to allow 100% of eligible schools to receive CSP implementation funds within one month of meeting all subgrant review criteria.
- 3.C** During each year of the three-year grant, Department staff will conduct at least one monitoring visit or desk audit for at least 50% of charter schools receiving CSP implementation subgrants.
- 3.D** During each year of the three-year grant, the Department will provide at least two new charter school applicant training activities.
- 3.E** During each year of the three-year grant, the charter schools office staff will conduct at least one workshop for new subgrant awardees.
- 3.F** By the end of the second and third year of the grant period, the project evaluators will produce a written report assessing the Department's CSP application and award cycle.

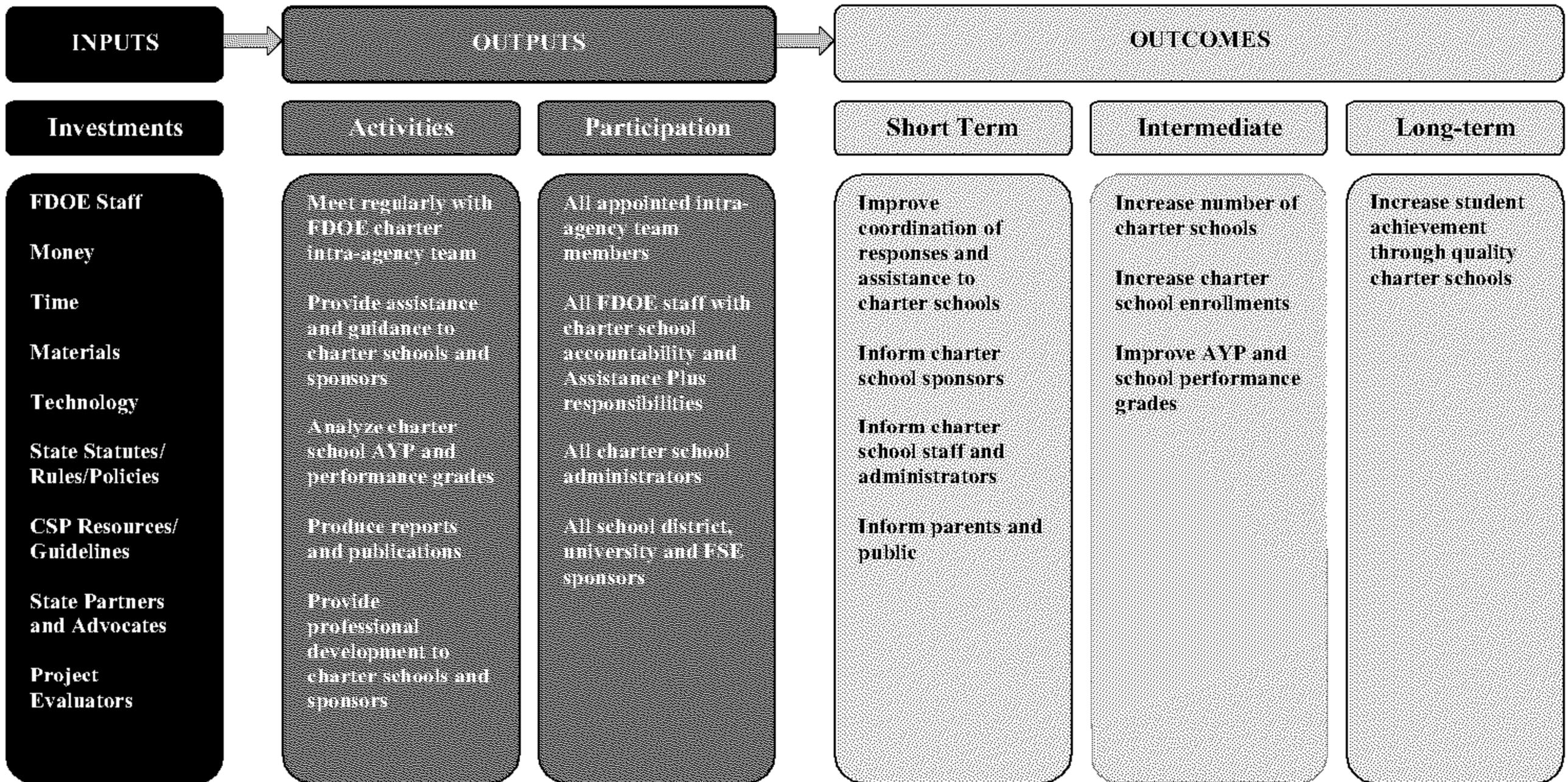
OUTCOME PERFORMANCE MEASURES

- 3.1** Fund at least 50 new charter schools during each year of the three-year grant period.
- 3.2** In each year of the grant period, at least 25% of the funded schools will be serving secondary students in grades six through eight.
- 3.3** By the end of the three-year grant period, at least five new charter schools receiving subgrant funding will be implementing a career academy model for students in grades nine through twelve.
- 3.4** Of new charter schools that receive CSP funding during the three-year grant, at least 45% will meet all Adequate Yearly Progress criteria by the end of their first implementation year.
- 3.5** At least 60% of charter schools that have received CSP grant funds will earn a state performance grade of "B" or higher for each year of the grant period.

FLORIDA'S CHARTER SCHOOLS PROGRAM (CSP) GRANT

OBJECTIVE 4: Increase the academic achievement of charter school students.

THE PROJECT OBJECTIVE RELATES TO THE PURPOSE OF THE CSP GRANT: The objective directly aligns with the Charter Schools Program performance measure to increase the percentage of charter school students who are achieving at or above the proficient level on state examinations in mathematics and reading; it also supports Florida's State Board of Education mission for K-20 education by focusing on goals for (1) Highest Student Achievement and (2) Skilled Workforce and Economic Development.



OBJECTIVE 4:**Increase the academic achievement of charter school students.****PROCESS PERFORMANCE MEASURES**

- 4.A** During each quarter of the three-year grant, the Department's intra-agency charter school team will develop and produce at least one publication providing specialized technical assistance and guidance on a statewide charter school policy or issue.
- 4.B** During the grant period, the Department will contract with a third-party evaluator to study and report on successful, high-quality teaching methods in Florida's charter schools that lead to increased student achievement as measured by FCAT scores, AYP, and additional indicators.

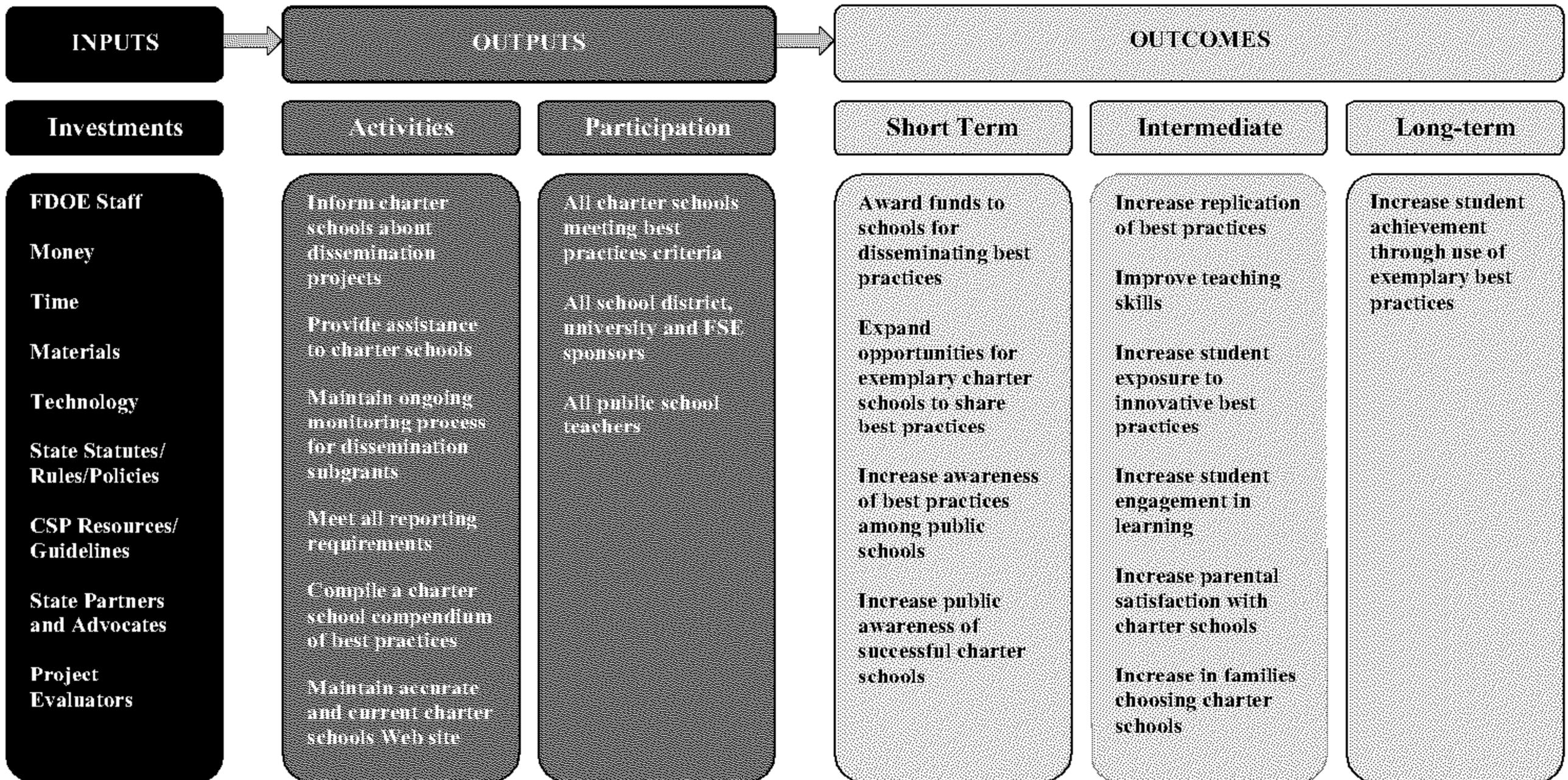
OUTCOME PERFORMANCE MEASURES

- 4.1** For each year of the three-year grant period, the release of FCAT data will show the percentage of charter school students who are achieving at or above Achievement Level 3 in mathematics will be higher than the previous year.
- 4.2** For each year of the three-year grant period, the release of FCAT data will show the percentage of charter school students who are achieving at or above Achievement Level 3 in reading will be higher than the previous year.
- 4.3** For each year of the three-year grant period, the release of FCAT data will show the percentage of charter school students who are achieving at or above Achievement Level 3 in science will be higher than the previous year.
- 4.4** By the end of the three-year grant period, the percentage of charter high school students passing Advanced Placement exams will be equal to or higher than the percentage of traditional public school students passing Advanced Placement exams.
- 4.5** By the end of the three-year grant period, the percentage of charter high school students who graduate as defined by the state will be improved from the 2007-08 baseline year.

FLORIDA'S CHARTER SCHOOLS PROGRAM (CSP) GRANT

OBJECTIVE 5: Disseminate best practices from charter schools that have had success in increasing student achievement among charter schools and other public schools in Florida.

THE PROJECT OBJECTIVE RELATES TO THE PURPOSE OF THE CSP GRANT: The objective aligns with the purpose of the Charter Schools Program to expand the number of high quality charters by disseminating information about charter schools and successful practices in charter schools; it supports Florida's Strategic Imperative 5.0, to expand the quantity and improve the quality of educational options for Florida families; and it helps achieve the state's goal of quality efficient services by expanding and replicating proven best practices.



OBJECTIVE 5:
Disseminate best practices from charter schools that have had success in increasing student achievement among charter schools and other public schools in Florida.

PROCESS PERFORMANCE MEASURES

5.A For each year of the three-year grant, the Department will operate a competitive application and award cycle that will allow eligible charter schools to receive dissemination funding within one month of meeting all subgrant criteria.

5.B For each year of the three-year grant, the Department’s charter schools staff will conduct at least one monitoring visit to 100% of charter schools receiving CSP dissemination funds to document progress toward subgrant goals and objectives.

5.D During each year of the three-year grant, the Department’s charter schools staff will employ a minimum of three strategies to market charter schools best practices.

OUTCOME PERFORMANCE MEASURES

5.1 For each year of the three-year grant, fund at least two charter schools dissemination subgrants that meet annual competitive priorities.

5.2 During the first year of their subgrant, 100% of dissemination subgrantees will make at least one public presentation of their project at Florida’s annual statewide charter school conference.

5.3 During the second year of their subgrant, 100% of dissemination subgrantees will make at least one public presentation of their project at a meeting, conference, or public venue other than Florida’s annual statewide charter school conference.

v. *The SEA will use grant funds to support quality dissemination activities (15 points) that have a strong likelihood to improve student achievement (15 points). (30 points total)*

The Department proposes to reserve up to 10% of the Charter School Grant funds to promote promising practices at successful charter schools that have been in operation for at least three consecutive years and have demonstrated overall success, including: (1) substantial progress in improving student academic achievement; (2) high levels of parent satisfaction; and (3) management and leadership necessary to overcome initial start up problems and establish a thriving, financially viable charter school. Since the 2000-2001 school year, the Department has awarded 63 dissemination grants to 50 currently operating schools for a total amount of \$5,544,179. Project awards ranged from \$25,000 to \$199,000. Based upon the purposes of the dissemination activities, these grants were awarded for a one or two year period.

Dissemination grants were awarded to charter schools to support activities that assist new public schools in operating (including new public charter schools) or as a means for charter schools to share best practices with other public schools. Sample activities from previous dissemination grants include the following: (1) assisting individuals with the planning and program development of one or more new public schools, including charter schools; (2) developing partnerships with other public schools to serve as mentors, including charter schools, designed to improve student performance in each of the schools participating in the partnership; (3) developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on best practices within the assisting charter school; (4) conducting evaluations and developing materials that document promising practices of the assisting charter school and that are designed to improve student achievement; and (5) developing professional development materials that address governance, personnel issues, finance and accounting, and accreditation methodology.

For the three-year grant period, the Department proposes to continue providing financial support to existing successful charter schools by designing and implementing a state dissemination grant plan with

the goal of expanding choice options for parents and capacity of the public school system. The plan will focus priorities for the grant application criteria for eligible charter schools with promising practices that address early childhood literacy; increased parent involvement and parent satisfaction; high quality teachers; and effective partnerships among charter school, traditional public schools, and other community organizations. The Department recognizes the contribution that charter schools have in supporting and impacting the Department's Strategic Plan in such areas as increasing the supply of highly effective teachers; setting, aligning, and apply academic curricular and testing standards; improving student rates of learning; improving the quality of instructional leadership; increasing the quantity and quality of educational options for parents and districts; and aligning workforce education programs with the skill requirements of the new economy. A broad-based committee of individuals knowledgeable of public education and the charter school concept will review the applications. The Department will establish a scoring rubric and provide reviewer training to ensure the fairness and integrity of the application review process. Award selections will be based on merit, quality, and thoroughness as determined by points awarded for the grant review criteria and all relevant information. All applications will be reviewed and evaluated to assure guidelines of the federal regulations and state requirements are met.

The Department plans to expand current methods and strategies for informing teachers, parents, communities, and other stakeholders regarding the opportunities to apply for state dissemination grants. Information announcing Florida's charter school planning and implementation grants and dissemination grants will be widely disseminated to all school districts, state university presidents, community college presidents, current charter schools, and other stakeholders, and will be provided electronically and in hard copy formats. The department will use its paperless communication system which includes thousands of subscribers, including public and private stakeholders. The grant announcement and relevant grant workshops and regional meetings will be posted on the department's website. The Department will also enhance partnership efforts with the charter school professional organizations and associations in the state

to ensure maximum communication with interested stakeholders. The state will also provide opportunities for dissemination grant recipients to share promising practices at state conferences, workshops, and regional meetings. The description of funded projects will be posted on the Department's Web site and shared with all school district superintendents and other stakeholders.

vi. **The SEA will have an evaluation plan that is designed to produce qualitative and quantitative data to the extent possible. (30 points).**

In efforts to facilitate a quality evaluation and further contribute to findings regarding the effectiveness of the Charter Schools Program grant, the Department has obtained agreement from the Alliance for Applied Research in Education and Anthropology (AAREA) at the University of South Florida to evaluate the project. Under the leadership of a nationally recognized research, Dr. Kathryn Borman, the AAREA is comprised of a multidisciplinary research team that has conducted numerous research studies involving educational reform and school choice policies (see attached vita and credentials). Additionally, the Alliance is partnering with the Department to evaluate Florida's 2007-2012 Voluntary Public School Choice (VPSC) Project, which complements the charter school initiatives and activities proposed in the Charter Schools Program proposed project.

The project's objectives are aligned with the purpose of the federal Charter Schools Program and the performance measures established in accordance with the Government Performance and Results Act of 1993. The objectives also support the eight strategic imperatives established by the State Board of Education for accomplishing Florida's goals for a K-20 educational system. The performance measures are clearly related to the intended outcomes of the project will produce both quantitative and qualitative data. The performance measures were developed to answer four very necessary questions: (1) what will change; (2) how much will change; (3) who will achieve the change; and (4) when does the change occur? The project's evaluation will require the establishment of a baseline, followed by the collection of actual performance data for comparison with an annual target. The evaluation will serve two

purposes: (1) determine if the performance measures for each of the objectives were met as proposed in the project application, and (2) determine if the project objectives were achieved as outlined in the management model. The evaluators will assist in determining project benchmarks and then assist in analyzing and interpreting program data for data-driven decision making about strategies, budgets and staffing, activities, or program structure. By using this process evaluation, the evaluators will work with Department staff to assess the need for and implement mid-course adjustments to better accomplish project objectives.

Data Collection and Analysis

Florida is recognized nationally as a leader in education data collection and management. The Department maintains a statewide automated student and staff databases provide extensive data elements that are collected and reported regularly by all Florida school districts. Once reported, data for most of the reporting elements can be extracted by school, district, and state levels. In addition to current school year data, the Department's K-20 Education Data Warehouse (EDW) integrates existing, transformed data extracted from multiple sources that are available at the state level. It provides a single repository of data concerning students served in the K-20 public education system as well as educational facilities, curriculum and staff involved in instructional activities. The EDW provides individual student and school data that are longitudinal from 1995, which will be of particular importance in establishing baseline data for the project. This will enable the project evaluators to track charter school students over time and across delivery systems, thus determining when a student has entered a charter school and all movement within the school system until the student graduates, transitions to postsecondary education or enters the workforce. Data elements to be extracted from the state's automated database and warehouse for student tracking and comparison will include, but may not be limited to: demographics, school enrollments, course enrollments, test scores, and attendance. Staff data from states automated database and warehouse will provide data to evaluate objectives relating to charter school administrators, teachers and other leaders.

The project evaluator will design and manage a data system to collect and store the required data. To facilitate comparisons between charter schools and traditional public schools, the data will be maintained in a manner consistent the state's staff and student database, including but not limited to common layouts, formats, identifiers, demographics, and course information. Routine backup of the data will be performed by the evaluator to avoid data loss. In addition to quantitative data, the evaluator will conduct site visits and develop or adapt instruments and surveys to gather qualitative information such as parental satisfaction with charter schools. Some qualitative evaluation activities may be done in conjunction with activities required in Florida's Voluntary Public School Choice Project as a way of more efficiently using available resources. Regular meetings with Department staff and the USF evaluation staff will be conducted to ensure coordination and collaboration. An annual evaluation report will available per contractual arrangement within 60 days prior to federal annual reporting deadlines. A final report will be submitted to the Department for inclusion in the project's final three-year grant report.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **9314-Mandatory_Resumes_and_Vitae.pdf**

Attachment 2:

Title: Pages: Uploaded File: **6215-Appendices.pdf**

Glenda Patton Todd

(b)(6)

Education:

FLORIDA STATE UNIVERSITY, School of Business 1970
Bachelor of Science, Finance

Experience:

FLORIDA DEPARTMENT OF EDUCATION – Tallahassee, Florida
Office of Independent Education and Parental Choice
Finance Director 2007- Present

FLORIDA DEPARTMENT OF EDUCATION – Tallahassee, Florida
Office of Funding and Financial Reporting
Administrator 2005-2007
Education Policy Analyst, Program Specialist III & IV 1997-2005

CALIFORNIA STATE UNIVERSITY – Fullerton, California
Office of Comptroller
Independent Operations 1994-1996

FLORIDA DEPARTMENT OF HEALTH & REHABILITATIVE SERVICES
Tallahassee, Florida
General Accounting
Director 1991-1993
Accounting Services Administrator 1989-1991

FLORIDA DEPARTMENT OF REVENUE – Tallahassee, Florida
Refund Section
Accountant Supervisor 1988-1989
Accountant 1987-1988

G. TODD, SILVERSMITH – Atlanta, Georgia; Tallahassee, Florida
Self employed 1976-1987

AIR FLORIDA – Miami, Florida
Accountant 1974-1976

KELLER INDUSTRIES – Miami, Florida
Branch Accountant 1974

FLORIDA DEPARTMENT OF GENERAL SERVICES – Tallahassee, Florida
Accountant II & III 1970-1971

Professional Memberships, Awards, and Appointments:

Department of Education Meritorious Performance Award, multiple Davis Productivity Awards, Florida Department of Education Customer Service Award, Southern California FSU Alumni Association Vice President, HRS Equal Employment Opportunity Statewide Advisory Council, Florida Governmental Accounting Management Association and Toastmasters, CTM

KATHRYN M. BORMAN
The Alliance for Applied Research in Education and Anthropology
University of South Florida
4202 East Fowler Avenue - EDU 162
Tampa, FL 33620
(813) 974-9058

EDUCATION

- Ph.D. Sociology of Education, 1976
 University of Minnesota, Minneapolis, Minnesota
- M.A. English, 1972
 Mills College, Oakland, California
- B.A. English, 1963
 Miami University, Oxford, Ohio

PROFESSIONAL EXPERIENCES

Instruction/Administration

Professor of Anthropology
Alliance for Applied Research in Education and Anthropology
Department of Anthropology
University of South Florida
8/01/05-Present

Associate Director and Professor of Anthropology
College of Arts and Sciences and David C. Anchin Center
University of South Florida: 12/93-8/01/05

Associate Dean of Research and Development
College of Education
University of Cincinnati: 9/92-11/93

Associate Dean of Graduate Studies and Research
College of Education
University of Cincinnati: 7/87-9/92

Professor of Education and Sociology

Department of Educational Foundations and Department of Sociology
University of Cincinnati: 9/87-11/93

Associate Professor of Education

Department of Educational Foundations
University of Cincinnati: 9/81-9/87

Assistant Professor of Education

Department of Educational Foundations
University Of Cincinnati: 9/76-9/81

Instructor

Department of Psychological and Philosophical Foundations of Education
University of Minnesota: 9/74-6/76

Instructor, Department of Sociology

Hamline University: Fall, 1976, 1975

Co-Instructor, Department of Psychology

University of Minnesota: 1973

Instructor in Language Arts

The College of Alameda
Alameda, California: 9/70-8/72

Teacher of English, Willard Junior High School

Berkeley, California: 2/68-6/68

Teacher of English, Northern Burlington County High School

Columbus, New Jersey: 2/65-6/67

Professional Development

Visiting Scholar, University of Chicago

Worked with senior staff at the National Opinion Research Center (NORC) on Sloan Foundation-funded study of adolescent development, Spring, 1992, Summers, 1993, 1994, 1995.

Visiting Scholar, University of South Florida

Developed book manuscript on literacy, schooling and community, Winter, 1992.

Seminar on Women's Studies Across the Disciplines

Selected to participate in two -year interdisciplinary faculty seminar funded by the Fund for the Improvement of Post Secondary Education (FIPSE), 1988-1990.

Summer Institute for Women in Higher Education Administration

Selected to attend four-week executive training program at Bryn Mawr College, 1989.

Administrative Achievements

AT UNIVERSITY OF CINCINNATI

- Led and participated in successful faculty searches resulting in hiring outstanding minority candidates.
- Created and directed a research center funding eight faculty members and graduate students.
- Staffed and supervised five-person office.
- Created and managed book series with major publisher to support faculty scholarship.
- Created a productive Evaluation Research Center with Cincinnati Public Schools School District

AT USF

- Founded the *International Journal of Educational Policy, Research and Practice* and edited the AERA journal *Review of Educational Research*
- Participated in successful grants-writing efforts
- Lead large-scale studies as Principal Investigator supervising a staff of 7-10 persons and budgets as large as 2.4 million dollars per project.

Funded Projects

09/07-09/12 State of Florida Department of Education. Voluntary Public School Choice Grant Funds to support the Evaluation of the Choice Center and to Conduct Research. (estimated at 1 million dollars over five years). Co-P.I.

09/05-09/08. The National Science Foundation. Funds from the STEP program to support the research project: Understanding Career Pathways in Science, Technology, Engineering and Mathematics (1.4 million dollars), P.I..

07/05-07/08. U. S. Department of Education, Institute of Education Sciences. Funds to support the research project: Testing the Efficacy of Teaching SMART, (2.3 million dollars), P.I..

07/05-07/08. The National Science Foundation. Funds from the Centers for Inquiry to support the evaluation of the Center for Inquiry in Science Teaching and Learning in St. Louis (CISTL) (\$367,000), P.I..

03/04 - 02/07. The National Science Foundation (NSF# 1777-100000). Funds to support the research project: Understanding Factors that Sustain STEM Career Pathways (Including

Teaching SMART supplement) (\$765,000), P.I.

- 10/01-12/05. National Longitudinal Evaluation of Comprehensive School Reform. (R306S0000012). Subcontract with AIR to carry out a set of focus studies of CSR schools. (\$7.6 Million overall), Lead Researcher, USF.
- 2/00-8/03. The Spencer Foundation Planning Grant and Funds to Support CERF. Funds to support the development of a grant to create the Florida Consortium for Educational Research (\$350,000), PI.
- 1/00-2/03. The National Science Foundation. (NSF# 17777 046L0). Funds to support the project "The German American Conference" and publication of a special issue of the *International Journal of Educational Policy, Research and Practice* (\$170,000), PI.
- 1/99-12/01. The National Science Foundation. (NSF #98-74246). Funds to support the research project Assessing the Impact of the National Science Foundation's Urban Systemic Initiative (\$1.4 Million), PI.
- 8/96-9/99. The National Science Foundation. (NSF #96-28036). Funds to support the research project Addressing National Needs for a Technically Trained Workforce (\$900,000), Co-PI.
- 8/96-8/99. The National Education Association (NEA). Funds to support two ethnographic studies of two school communities in Orlando, FL. (\$60,000), PI.
- 8/94-1/95. The Office of Educational Research & Improvement (OERI), The Spivack Committee, American Sociological Association: Ablex publishing Corporation. Funds to support the conference, Implementing Federal Legislation. (\$57,500), PI.
- 12/92-10/93. Evaluation Projects for Clinical Public Schools. Funds from the Cincinnati public Schools to carry out eight projects with College of Education faculty (\$100,000), PI.
- 7/92-9/92. Evaluation of Cincinnati Youth Collaborative. Funds from the Collaborative to undertake evaluation of ongoing school-based support activities for youths with Sally B. Kilgore (\$7,000), Co-PI.
- 2/90-12/90. School Out-Reach to Assist At-Risk Youth: The Case of Urban Appalachian Youth. Funds from the U.S. Department of Education (No. 43-3J47-0-00702) to prepare a Chapter for a volume edited by Judith Lynne Hanna (\$2,000), PI.

- 7/89-9/90. Impact of Culturally Sensitive Leadership Training on Parent Participation in the School System. Funds from the University Program Advisory Committee (Urban University Program) to support a training program to increase urban Appalachian parents' participation in the school system through community educational advocacy. With Robert Moore and the Urban Appalachian Council (\$15,000).
- 9/88-9/90. Center for Research on Literacy and Schooling.
Funds from the Ohio Board of Regents Centers for Excellence and Uniqueness Program to support research in two low-income minority elementary schools (\$80,000), PI.
- 9/88-6/89. North College Hill, Ohio Assessment Study.
Funds from the State Superintendent's Office, Seasongood Foundation and Proctor and Gamble Foundation to support a study of intergroup relations. With Patricia Z. Timm, Lonnie Wagstaff and Markay Winston (\$9,900).
- 9/87-9/91. Editorial Assistant.
Funds from the University Graduate Research Office, University of Cincinnati, to cover costs of hiring graduate student assistant for Educational Foundations (\$32,800 for four years).
- 9/86. Travel Grant.
National Science Foundation (NSF) grant to cover travel expenses to New Delhi (\$1,600).
- 9/85-11/85. National Institute of Education Grant No. NIE-G-83-0005
Influences of Secondary Schools Project to conduct a field study of the Cincinnati School for Creative and Performing Arts (\$10,000), PI.
- 3/84-12/85. The Greater Cincinnati Industrial Training Corporation (GCTIC).
Subcontract from funds obtained from the U.S. Department of Labor Grant No. 99-3-3232-98-317-02 to conduct a validation study of the GCITC training program. With Glenn Markle, Robert Yinger and Charles Weilbaker (\$91,000).
- 1/83-11/84. National Institute of Education, Grant No. NIE-G-83-0005.
To support the study, Field Study of Employed and Unemployed Youth. With Jane Reisman, The Ohio State University (\$150,000), Co-PI.
- 9/83-6/84. Forest Hills, Ohio Schools.
Contract to support the study, Career Development in Children (\$10,500).
- 12/80-6/81. Ohio Program in the Humanities, Grant No. OPH-80-015.
To support the conference, Families in Transition: Children, Work, and Housework. With Daisy Quarm and Sarah Gideonse (\$16,500).
- 9/79-8/80. National Institute of Education Grant No. NIE-G-79-0123.

To support the study, children's Interpersonal Relationships, Playground Games, and Social Cognitive Skills (\$44,250), PI.

Summer/78. The Greater Cincinnati Foundation Conference Grant.

To support the conference, Socialization of Children in a Changing Society, held at the University of Cincinnati, April 26-28, 1979 (\$3,000)

9/76-9/77. University of Cincinnati, Research Council Grant.

To support the study, Children's Situational Competence, (\$2,500).

9/75-6/76 University of Minnesota Graduate School, Special Dissertation Grant.

To support dissertation research for the study, Social Control and the Process of Schooling: Socialization of Kindergarten Children in Two Settings, (\$500).

Consultations

National Academy of Education Panel. To prepare the published report: *Race-conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases*.

American Institutes for Research (AIR). Commissioned paper, The Transition to Adulthood. Presented at Invitational Meeting, U.S. Department of Education, January, 1998.

U.S. Department of Education. Reviewer for the Fund for the Improvement of Post Secondary Education (FIPSE). Washington, D.C., 1991.

U.S. Department of Education. Reviewer for Evaluating Educational Innovations Grants Programs. Washington, D.C.

Panel - Youth Employment, Academy for Educational Development. Washington, D.C., 1988.

Advisory Committee, Citizens' Council for Ohio Schools' From School to Work Conference Project. Columbus, OH, 1984-1975.

Appalachia Educational Laboratory. Adult Learner Community College Project. Morgantown, WV., 1983.

Cincinnati Public Schools. Evaluator of reading Competency Units, 1980-1981.

Sylvia Farnham-Diggory's National Institute of Education Project, Children's Groups in Neighborhood and Classroom University of Delaware, Newark, Delaware, 1979-1980.

The Interdisciplinary Training Team, Teacher Corps Associates Project. University of Wisconsin, Madison, Wisconsin, 1979-1980.

The Bureau of Social Science Research, Washington, D.C., 1978.

Personnel Decisions Research Institute, Minneapolis, Minnesota, 1975-1976.

Minnesota Center for Sociological Research, Minneapolis, Minnesota, 1975.

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- Borman, K. M., & Gesterkamp, E. (1982, November). *Girls who play girls' games, girls who play boys' games, and girls who don't play at all*. Paper presented at the American Anthropological Association annual meeting, Washington, DC.
- Borman, K. M., Barrett, D. E., & Sheoran, P. (1982, September). *Negotiating playground games*. Paper presented at the American Sociological Association annual meeting, San Francisco, CA.
- Mueninghoff, E., & Borman, K. M. (1982, April). *Work roles and social roles in three elementary school settings*. Paper presented at the American Educational Research Association annual meeting, New York, NY.
- Borman, K. M. (1982, April). *Transition to adult work and social roles*. Panel organized for Division G, American Educational Research Association annual meeting, New York, NY.
- Borman, K. M., & Sheoran P. (1981, April). *Using cluster analysis to analyze children's playground games*. Paper presented at the American Educational Research Association annual meeting, Los Angeles, CA.
- Borman, K. M., & Moorman, H. (1980, March). *Federally funded research with children: The question of protection*. Paper presented at the American Anthropological Association annual meeting, Washington, DC.
- Borman, K. M., & Barrett, D. E. (1980, March). *Watching the kids: The ethics of government sponsored field work involving children*. Paper presented at the Society of Applied Anthropology annual meeting, Denver, CO.
- Borman, K. M. (1979, November). *Participation in neighborhood life by urban Appalachian children*. Paper presented at the American Anthropological Association meeting, Cincinnati, OH.
- Borman, K. M. (1979, September). *Children's interpersonal relationships, playground games, and social cognitive skills*. Paper presented at the American Sociological Association meeting, Boston, MA.
- Borman, K. M. (1978, March). *Patterns of classroom authority*. Panel organized for the American Educational Research Association annual meeting, Toronto, Canada.
- Borman, K. M. (1978, November). *A Political Nexus: The School, the Community, and the Family*. Session organized for the American Anthropological Association annual meeting, Los Angeles, CA.

Borman, K. M. (1978, March). *Characteristics of family and classroom social control*. Paper presented at the American Educational Research Association annual meeting, Toronto, Canada.

Borman, K. M. (1978, March). *The social competence of children in two urban communities*. Paper presented at the American Anthropological Association annual meeting, Houston, TX.

Borman, K. M. (1977, April). *Social control and the process of schooling: A study of the socialization of kindergarten children in two settings*. Paper presented at the American Educational Research Association annual meeting, New York, NY

Borman, K. M. (1977, April). *A missing analysis: How a class-based culture gets inside people's heads*. Paper presented at the American Educational research Association annual meeting, New York, NY.

Borman, K. M. (1976, December). *Social control in two classrooms*. Paper presented at the American Anthropological Association annual meeting, Washington, DC.

Borman, K. M. (1976, November). *Social policy and social research*. Paper presented in the opening symposium at the American Educational Studies Association annual meeting, Memphis, TN.

Conferences and Panels Organized

Borman, K. M. (2005) *Invited Session on No Child Left Behind*. Organized at the American Anthropological Association annual meeting on behalf of the AEC committee, Washington, D.C.

Borman, K. M. (2002, 2003). *Getting published: Editors spell out the tacit rules*. Workshop organized at the American Educational Research Association annual meeting, New Orleans, LA, & Chicago, IL.

Borman, K. M. (2000, April). *Educational research and its impact among school principals*. Session at the American Educational Research Association annual meeting, New Orleans, LA.

Borman, K. M. (1999, April). *National policy and demands for skilled technical workers: Imperatives for the community college curriculum*. Session at the American Educational Research Association annual meeting, Montreal, Canada.

Borman, K. M. (1997, March). *Addressing national needs for a skilled workforce*. Session at The

Society for Applied Anthropology Association, Seattle, WA.

Borman, K. M., Spade, J., Cookson, P., et al. (1995, January). *Improvement recent federal legislation: Goals 2000*. Session at The Reauthorization of ESEA and the School to Work Opportunities Act, St. Pete Beach, FL.

Gamoran, A. & Borman, K. M. (1994, August). *Sociology of education*. Three paper sessions and eight roundtable sessions at The American Sociological Association annual meeting, Los Angeles, CA.

Borman, K. M. (1989, August). *Sociology of childhood and youth*. Two sessions at The American Sociological Association Annual Meeting, San Francisco, CA.

Borman, K. M., & Swami, P. (1988-89). *Effective schooling for disadvantaged students*. Symposium series sponsored by the College of Education, Cincinnati, OH.

Borman, K. M., & Swami, P. (1987-88). *Contemporary issues in American education*. Symposium series sponsored by the College of Education, Cincinnati, OH.

Borman, K.M., Reisman, J., Vreeburg, M., & Chiteji, L. (1983, October). *Becoming a worker*. Session at the conference sponsored by the National Institute of Education, National Center for Research in Vocational Education, Ohio State University, Columbus, OH.

Borman, K. M., Quarm, D., & Gideonse, S. (1981, April). *Families in transition: Children, work, and housework*. Session at the conference sponsored by the Ohio Project in the Humanities, College of Education, Cincinnati, OH.

Borman, K. M. (1979, April). *The socialization of children in a changing society*. Session at the conference sponsored by the Greater Cincinnati Foundation and the College of Education, Cincinnati, OH.

Borman, K. M. (1978, November). *Three perspectives on learning the culture*. Panel organized for the American Educational Studies Association, Washington, DC.

Selected Invited Addresses

Borman, K.M. (2004, December). *Future Prospects: Examples of significant policy questions in education that might be addressed through multiple methods approaches*. Paper presented at the National Academies Center for Education, National Research Council Forum on Applying Multiple Social Science Research Methods to Educational Problems, Washington D.C.

- Borman, K. M., & Lee, R. (2001, June). *Linkages among professional development, classroom practice, and student outcomes*. Paper presented at the Appalachia Educational Laboratory Workshop on School Reform, Arlington, VA.
- Borman, K. M. (1997, April). *Addressing national needs for a skilled workforce*. The University of Missouri, Columbia, MO.
- Borman, K. M. (1994, October). *Sociology of education and social policy: When worlds collide or happily ever after?* The University of Massachusetts Amherst, MA.
- Borman, K. M. (1990, October). *Young workers*. The University of Chicago, Chicago, IL.
- Borman, K. M. (1990, March). *Mentoring on the job*. The University of Pittsburgh, Pittsburgh, PA.
- Obermiller, P., Borman, K. M., & Kroger, J. (1987, October). *The Lower Price Hill Community School: Strategies for social change from an Appalachian Street Academy*. The Appalachia and Education Conference, Center for Appalachian Studies, University of Kentucky, Lexington, KY.
- Borman, K. M. (1986, October). *An ethnography of AESA: An insider's perspective on the organization*. Presidential address at the American Educational Studies Association annual meeting, Pittsburgh, KS.
- Borman, K. M. (1986, September). *Youth in the workplace*. St. Hilda's College, Oxford University, England.
- Borman, K. M. (1985, October). *Becoming a worker*. Ohio University, Athens, OH.
- Borman, K. M. (1984, November). *Studying sideways: Research methods for studying urban Appalachians*. Xavier University, Cincinnati, OH.
- Borman, K. M. (1980, June). *Socializing Our Children in the School and Home*. The University of Dayton, Dayton, OH.
- Borman, K. M. (1980, February). *The social development of children*. Grailville, OH.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

American Anthropological Association
 Visiting Distinguished Lecturer, Shawnee State College, 1979.
 Member, Anthropology and Education Committee

American Association of Colleges of Teacher Education Member, Committee on Research and Education, 1993-1995.

American Sociological Association

Sociology of Education Section Chair, 1994-1995
Sociology of Education Section Chair-Elect, 1993-1994
Sociology of Education Section Executive Council, 1992-1994
Reviewer, Sociology of Education, 1985-Present
Editorial Board, Sociology of Education, 1986-1989; 2004-2007
Program Committee, 1986
Editor, Sociology of Education Newsletter, 1986-1990
Sociology of Childhood and Youth Session Organizer, Annual Meeting, 1989

American Educational Research Association

Section on Women in Education
Editorial Board, Educational Evaluation and Policy Analysis, 1986-1988
Archivist, 1981-1984
Division G Nominating Committee, 1981
Editor, Review of Educational Research, 2000-2003

American Educational Studies Association

Secretary/Treasurer, Educational Foundations, 1992-1994
Co-Editor, Educational Foundations, 1987-1992
Member, Ex Officio, Educational Foundations Editorial Board, 1986-1987
Member, Ex Officio, Educational Studies Editorial Board, 1985-1988
President, 1985-1986
President-Elect, 1984-1985
Executive Council, 1981-1985

Council on Anthropology and Education

Nominee, President-Elect, 1992
Editorial Board, Anthropology and Education Quarterly
Reviewer, Anthropology and Education Quarterly
Chair, Committee#9 (Women in Schools and Society), 1983-1987

Society of Professors of Education

Assistant editor of The Journal of the Society, 1975
Assistant editor of New Voices in Education, 1972, 1975

Other Editorial Boards:

Play and Culture
The Urban Review
Educational Digest
Educational Studies

Urban Appalachian Council

President, Executive Committee, 1989-1993

Vice President, Executive Committee, 1986-1989

Chair, Research and Education Committee, 1985-1986

The University of South Florida Alliance for Applied Research in Education and Anthropology (AAREA).

The Alliance for Applied Research in Education and Anthropology is a multidisciplinary research team dedicated to conducting applied research on current evaluation and policy issues in the area of education from an anthropological perspective. The AAREA research team is led by Dr. Kathryn Borman who has conducted numerous research studies involving educational reform and policy as well as the evaluation of educational reform programs over the years. AAREA has collaborated with a variety of partners on a national and state level including the United States Department of Education (US DOE), National Science Foundation (NSF), American Institutes for Research (AIR), WestEd, Pasco County Schools, and School District of Hillsborough County. The AAREA research team has three full time researchers as well as graduate students with academic backgrounds in areas of anthropology, educational measurement and research, industrial and organizational psychology, mathematics education, science education, special education, sociology, and school psychology. The AAREA suite includes 16 individual offices, a conference room with facilities for conference calls, and a copy room for the preparation of materials for data collection and analysis. The Department of Anthropology maintains a grants administrator and office manager while AAREA has the services of an office assistant. AAREA and the Department of Anthropology are housed in the College of Arts and Sciences with access to all services provided by the University of South Florida.

Current Research Projects

Replication and Outcomes of the Teaching SMART® Program in Elementary Science Classrooms (\$2,288,000)

A four year randomized field trial sponsored by the United States Department of Education (USDOE) to evaluate the efficacy of Teaching SMART® in a Florida school district. This Florida school district is an ideal study site to examine the efficacy and outcomes of Teaching SMART® because a large majority of its culturally diverse students come from impoverished homes. In this study a sample of twenty elementary schools were randomly assigned either to the Teaching SMART® intervention (10 schools) or to the control group (10 schools). Data on perceptions and attitudes toward science are gathered from both teachers and students at the beginning and again at the end of each school year in all schools to gauge the extent to which Teaching SMART® effects how teachers and students view science and how students perform on standardized tests in science. Key AAREA Researchers: Kathryn Borman (PI), Ted Boydston, Janelle Christiansen, Bridget Cotner, Maressa Dixon, Rheta Lanehart, and Reginald Lee.

Evaluation of the Center for Inquiry in Science Teaching and Learning (\$344,000)

The Center for Inquiry in Science Teaching and Learning (CISTL) at Washington University in St. Louis, Missouri engaged in a five year program of research and development aimed at improving teaching and learning in formal and informal science

education settings. Our role in the National Science Foundation (NSF) sponsored evaluation study is to determine how research projects at CISTL are meeting the Center's four goals: 1) providing substantive opportunities for research into science learning and teaching by all CISTL participants; 2) rebuilding and diversifying the human resource base that forms the national infrastructure for science, technology, engineering and mathematics (STEM) education at multiple levels; and 3) increasing the numbers of K-12 STEM educators with current science content knowledge who are prepared to implement standards-based instruction; 4) creating synergy between research and practice and translating results into practical suggestions for educators. Our evaluation design incorporates a mix of quantitative and qualitative methods to develop a comprehensive understanding of CISTL's research, development, and programmatic impacts on teachers and students and also provide formative and summative feedback on a regular basis to the CISTL leadership team. Key AAREA Researchers: Kathryn Borman (PI), Ted Boydston, Bridget Cotner, Reginald Lee, and Chrystal Smith.

Effects of College Degree Program Culture on Female and Minority Students' Science, Technology, Engineering and Mathematics Participation (\$1,400,000)

Awarded in October, 2005, this three year National Science Foundation (NSF) research grant investigates program culture and other organizational conditions that promote the successful completion of undergraduate degrees in science, technology, engineering and mathematics (STEM) by undergraduates, specifically focusing on underrepresented populations, such as women and minority group members. This research project will be conducted in two and four-year public institutions of higher education in the State of Florida that vary by size and scope of undergraduate programs and relative success in graduating women and minority students as well as all students in STEM majors. Data collection will include qualitative methods, such as observations, interviews, and focus groups as well as quantitative methods. As such, it has the potential not only to contribute to the knowledge base concerning education and STEM careers, but also to contribute more broadly to the literature on organizational culture and climate and the ways in which they affect important higher education outcomes. Key AAREA Researchers: Kathy Borman (Co-PI), Bridget Cotner, Susan Forde, Cynthia Grace, Reginald Lee, Jason Miller, Arland Nguema, Hesborn Wao and Cassie Workman.

Understanding Factors that Sustain Science, Technology, Engineering, and Mathematics Career Pathways (\$749,000)

Funded by the National Science Foundation (NSF), this research project investigates how individual student occupational career paths in science, technology, engineering and mathematics (STEM) are either nourished and sustained or inhibited and attenuated from high school through college graduation and beyond. This research project focuses on the State of Florida, and takes advantage of the extraordinary student-tracking databases maintained by the Florida Department of Education (FDOE) for high school and college students statewide. Overall, data for three cohorts of graduates were obtained from the FDOE for varied sets of analyses. Data are currently being collected from a subset of participants on how key background factors, experiences and cognitive factors related to

ideas about careers affect STEM career persistence, looking in detail at differences in career paths for individuals who have pursued different types of STEM careers. However, preliminary analyses for one cohort show dramatic differences across gender and racial subgroups in the percentages of high school graduates who obtain STEM-related degrees. The findings of this research study can provide the foundation for new policies concerning classroom and school activities likely to enhance motivation and opportunities to participate in STEM, particularly for women and other underrepresented minorities. Key AAREA Researchers: Kathryn Borman (PI), Reginald Lee, and Hesborn Wao.

Recently Completed Research Projects

National Longitudinal Evaluation of Comprehensive School Reform (NLECSR) (\$1,132,000 sub-award)

Funded by the United States Department of Education (US DOE) and conducted by the American Institutes for Research (AIR), National Opinion Research Center (NORC), and the University of South Florida (USF), NLECSR is a five-year longitudinal evaluation that examines the effects of Comprehensive School Reform (CSR) models on students' reading and mathematics achievement in elementary and middle schools, as compared to similar schools without a CSR model. In its final year, NLECSR is composed of a (quantitative) Core Study, conducted by AIR and NORC, and a (qualitative) Focus Study conducted by USF. The Core Study involves 22 urban school districts across the US and 1200 schools. The Focus Study was an in-depth study of 5 of the 22 districts and 40 schools in the Core Study. Documents collected at the district, and school levels illustrated key policies and practices, demographics, and prior student achievement via scores from national, state and/or district mandates tests. Interviews, focus groups, and classroom observations captured the remainder of the data. Key AAREA Researchers: Kathryn Borman, Ted Boydston, and Bridget Cotner.

Recent Publications

Tyson, W., Lee, R., Borman, K.M., & Hanson, M.A. (2007). Science, technology, engineering, and mathematics (STEM) pathways: High school science and math coursework and postsecondary degree attainment. *Journal of Education for Students Placed At Risk*, 12(3), 243-270.

Uekawa, K., Borman, K., & Lee, R. (2007). Student engagement in US urban high school mathematics and science classrooms: Findings on social organization, race, and ethnicity. *The Urban Review*, 39, (1), 1-43.

Borman, K.M. and S. Dorn, Eds.(2006). *Education Reform in Florida: Diversity and Equity in Public Policy*. Albany: State University of New York Press.

Borman, K.M., with S.E. Cahill and B. Cotner (2006). *The Praeger Handbook of American High Schools*. Westport, CT: Praeger/Greenwood Press.

Borman, K.M., with C. Clarke, C., B. Cotner and Lee, R. (2006). Cross-case analysis. In *Complementary Methods for Research in Education*. J. Geen, G. Camilli and P. Elmore, eds. Pp. 123-139. Washington, D.C.: American Educational Research Association.

Borman, Kathryn M., with Gladis Kersaint, Bridget Cotner, Reginald Lee, Theodore Boydston, Kazuaki Uekawa, Jeffery D. Kromrey, William Katzenmeyer, M. Yvette Baber and Jessica Barber (2005) *Meaningful Urban Education Reform: Confronting The Learning Crisis In Mathematics And Science*. New York: State University of New York Press.

Current Research Collaborators

Anne Donnelly, University of Florida

Annie Georges, Teacher's College, Columbia University

Mary Ann Hanson, Center for Career and Community Research, Saint Paul, MN

Sally B. Kilgore, Modern Red School House, Nashville, TN

Sharon Kukla-Ascevd, Florida Mental Health Institute, University of South Florida

Becky Smerdon, Urban Institute, Washington, DC

Brian Rowan, University of Michigan

Will Tyson, Department of Sociology, University of South Florida

Kazuaki Uekawa, Optimal Solutions Group, Washington, DC

Appendix A

Florida Statutes

1002.33	Charter schools
1002.335	Florida Schools of Excellence Commission
1003.413	Florida Secondary School Redesign Act
1003.4156	General requirements for middle grades promotion
1003.428	General requirements for high school graduation
1003.491	Florida Career and Professional Education Act
1008.22	Student assessment program for public schools
1008.31	Florida's K-20 education performance accountability system

Statutes » Title 48 » Ch. 1002 » Sec. 1002.33**Charter schools.**

(1)AUTHORIZATION.Charter schools shall be part of the state's program of public education. All charter schools in Florida are public schools. A charter school may be formed by creating a new school or converting an existing public school to charter status. A public school may not use the term charter in its name unless it has been approved under this section.

(2)GUIDING PRINCIPLES; PURPOSE.

(a)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.Provide 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.

(b)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.

(c)Charter schools may 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.

(3)APPLICATION FOR CHARTER STATUS.

(a)An application for a new charter school may be made by an individual, teachers, parents, a group of individuals, a municipality, or a legal entity organized under the laws of this state.

(b)An application for a conversion charter school shall be made by the district school board, the principal, teachers, parents, and/or the school advisory council at an existing public school that has been in operation for at least 2 years prior to the application to convert. A public school-within-a-school that is designated as a school by the district school board may also submit an application to convert to charter status. An application submitted proposing to convert an existing public school to a charter school shall demonstrate the support of at least 50 percent of the teachers employed at the school and 50 percent of the parents voting whose children are enrolled at the school, provided that a majority of the parents eligible to vote participate in the ballot process, according to rules adopted by the State Board of Education. A district school board denying an application for a conversion charter school shall provide notice of denial to the applicants in writing within 10 days after the meeting at which the district school board denied the application. The notice must articulate in writing the specific reasons for denial and must provide documentation supporting those reasons. A private school, parochial school, or home education program shall not be eligible for charter school status.

(4)UNLAWFUL REPRISAL.

(a)No district school board, or district school board employee who has control over personnel actions, shall take unlawful reprisal against another district school board employee because that employee is either directly or indirectly involved with an application to establish a charter school. As used in this subsection, the term "unlawful reprisal" means an action taken by a district school board or a school system employee against an employee who is directly or indirectly involved in a lawful application to establish a charter school, which occurs as a direct result of that involvement, and which results in one or more of the following: disciplinary or corrective action; adverse transfer or reassignment, whether temporary or permanent; suspension, demotion, or dismissal; an unfavorable performance evaluation; a reduction in pay, benefits, or rewards; elimination of the employee's position absent of a reduction in workforce as a result of lack of moneys or work; or other adverse significant changes in duties or responsibilities that are inconsistent with the employee's salary or employment classification. The following procedures shall apply to an alleged unlawful reprisal that occurs as a consequence of an employee's direct or indirect involvement with an application to establish a charter school: 1.Within 60 days after the date upon which a reprisal prohibited by this subsection is alleged to have occurred, an employee may file a complaint with the Department of Education. 2.Within 3 working days after receiving a complaint under this section, the Department of Education shall acknowledge receipt of the complaint and provide copies of the complaint and any other relevant preliminary information available to each of the other parties named in the complaint, which parties shall each acknowledge receipt of such copies to the complainant. 3.If the Department of Education determines that the complaint demonstrates reasonable cause to suspect that an unlawful reprisal has occurred, the Department of Education shall conduct an investigation to produce a fact-finding report. 4.Within 90 days after receiving the complaint, the Department of Education shall provide the district school superintendent of the complainant's district and the complainant with a fact-finding report that may include recommendations to the parties or a proposed resolution of the complaint. The fact-finding report shall be presumed admissible in any subsequent or related administrative or judicial review. 5.If the Department of Education determines that reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, and is unable to conciliate a complaint within 60 days after receipt of the fact-finding report, the Department of Education shall terminate the

investigation. Upon termination of any investigation, the Department of Education shall notify the complainant and the district school superintendent of the termination of the investigation, providing a summary of relevant facts found during the investigation and the reasons for terminating the investigation. A written statement under this paragraph is presumed admissible as evidence in any judicial or administrative proceeding. 6. The Department of Education shall either contract with the Division of Administrative Hearings under s. 120.65, or otherwise provide for a complaint for which the Department of Education determines reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, and is unable to conciliate, to be heard by a panel of impartial persons. Upon hearing the complaint, the panel shall make findings of fact and conclusions of law for a final decision by the Department of Education. It shall be an affirmative defense to any action brought pursuant to this section that the adverse action was predicated upon grounds other than, and would have been taken absent, the employee's exercise of rights protected by this section.

(b) In any action brought under this section for which it is determined reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, the relief shall include the following: 1. Reinstatement of the employee to the same position held before the unlawful reprisal was commenced, or to an equivalent position, or payment of reasonable front pay as alternative relief. 2. Reinstatement of the employee's full fringe benefits and seniority rights, as appropriate. 3. Compensation, if appropriate, for lost wages, benefits, or other lost remuneration caused by the unlawful reprisal. 4. Payment of reasonable costs, including attorney's fees, to a substantially prevailing employee, or to the prevailing employer if the employee filed a frivolous action in bad faith. 5. Issuance of an injunction, if appropriate, by a court of competent jurisdiction. 6. Temporary reinstatement to the employee's former position or to an equivalent position, pending the final outcome of the complaint, if it is determined that the action was not made in bad faith or for a wrongful purpose, and did not occur after a district school board's initiation of a personnel action against the employee that includes documentation of the employee's violation of a disciplinary standard or performance deficiency.

(5) SPONSOR; DUTIES.

(a) Sponsoring entities. 1. A district school board may sponsor a charter school in the county over which the district school board has jurisdiction. 2. A state university may grant a charter to a lab school created under s. 1002.32 and shall be considered to be the school's sponsor. Such school shall be considered a charter lab school.

(b) Sponsor duties. 1. a. The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter. b. The sponsor shall monitor the revenues and expenditures of the charter school. c. The sponsor may approve a charter for a charter school before the applicant has secured space, equipment, or personnel, if the applicant indicates approval is necessary for it to raise working funds. d. The sponsor's policies shall not apply to a charter school unless mutually agreed to by both the sponsor and the charter school. e. The sponsor shall ensure that the charter is innovative and consistent with the state education goals established by s. 1000.03(5). f. The sponsor shall ensure that the charter school participates in the state's education accountability system. If a charter school falls short of performance measures included in the approved charter, the sponsor shall report such shortcomings to the Department of Education. g. The sponsor shall not be liable for civil damages under state law for personal injury, property damage, or death resulting from an act or omission of an officer, employee, agent, or governing body of the charter school. h. The sponsor shall not be liable for civil damages under state law for any employment actions taken by an officer, employee, agent, or governing body of the charter school. i. The sponsor's duties to monitor the charter school shall not constitute the basis for a private cause of action. j. The sponsor shall not impose additional reporting requirements on a charter school without providing reasonable and specific justification in writing to the charter school. 2. Immunity for the sponsor of a charter school under subparagraph 1. applies only with respect to acts or omissions not under the sponsor's direct authority as described in this section. 3. Nothing contained in this paragraph shall be considered a waiver of sovereign immunity by a district school board. 4. A community college may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. District school boards shall cooperate with and assist the community college on the charter application. Community college applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year. Community colleges shall not report FTE for any students who receive FTE funding through the Florida Education Finance Program.

(6) APPLICATION PROCESS AND REVIEW. Charter school applications are subject to the following requirements:

(a) A person or entity wishing to open a charter school shall prepare an application that: 1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school. 2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards. 3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction. 4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny a charter if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research. 5. 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.

(b) A sponsor shall receive and review all applications for a charter school. Beginning with the 2007-2008 school year, a sponsor shall receive and consider charter school applications received on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district's next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may receive applications later than this date if it chooses. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of an application upon the promise of future payment of any kind. 1. In order to facilitate an accurate budget projection process, a sponsor shall be held harmless for FTE students who are not included in the FTE projection due to approval of charter school applications after the FTE projection deadline. In a further effort to facilitate an accurate budget projection, within 15 calendar days after receipt of a charter school application, a sponsor shall report to the Department of Education the name of the applicant entity, the proposed charter school location, and its projected FTE. 2. 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. 3. A sponsor shall by a majority vote approve or deny an application no later than 60 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education supporting those reasons. 4. For budget projection purposes, the sponsor shall report to the Department of Education the approval or denial of a charter application within 10 calendar days after such approval or denial. In the event of approval, the report to the Department of Education shall include the final projected FTE for the approved charter school. 5. Upon approval of a charter application, the initial startup shall commence with the beginning of the public school calendar for the district in which the charter is granted unless the sponsor allows a waiver of this provision for good cause.

(c) An applicant may appeal any denial of that applicant's application or failure to act on an application to the State Board of Education no later than 30 calendar days after receipt of the sponsor's decision or failure to act and shall notify the sponsor of its appeal. Any response of the sponsor shall be submitted to the State Board of Education within 30 calendar days after notification of the appeal. Upon receipt of notification from the State Board of Education that a charter school applicant is filing an appeal, the Commissioner of Education shall convene a meeting of the Charter School Appeal Commission to study and make recommendations to the State Board of Education regarding its pending decision about the appeal. The commission shall forward its recommendation to the state board no later than 7 calendar days prior to the date on which the appeal is to be heard. The State Board of Education shall by majority vote accept or reject the decision of the sponsor no later than 90 calendar days after an appeal is filed in accordance with State Board of Education rule. The Charter School Appeal Commission may reject an appeal submission for failure to comply with procedural rules governing the appeals process. The rejection shall describe the submission errors. The appellant may have up to 15 calendar days from notice of rejection to resubmit an appeal that meets requirements of State Board of Education rule. An application for appeal submitted subsequent to such rejection shall be considered timely if the original appeal was filed within 30 calendar days after receipt of notice of the specific reasons for the sponsor's denial of the charter application. The State Board of Education shall remand the application to the sponsor with its written decision that the sponsor approve or deny the application. The sponsor shall implement the decision of the State Board of Education. The decision of the State Board of Education is not subject to the provisions of the Administrative Procedure Act, chapter 120.

(d) For charter school applications in school districts that have not been granted exclusive authority to sponsor charter schools pursuant to s. 1002.335(5), the right to appeal an application denial under paragraph (c) shall be contingent on the applicant having submitted the same or a substantially similar application to the Florida Schools of Excellence Commission or one of its cosponsors. Any such applicant whose application is denied by the commission or one of its cosponsors subsequent to its denial by the district school board may exercise its right to appeal the district school board's denial under paragraph (c) within 30 days after receipt of the commission's or cosponsor's denial or failure to act on the application. However, the applicant forfeits its right to appeal under paragraph (c) if it fails to submit its application to the commission or one of its cosponsors by August 1 of the school year immediately following the district school board's denial of the application.

(e) The sponsor shall act upon the decision of the State Board of Education within 30 calendar days after it is received. The State Board of Education's decision is a final action subject to judicial review in the district court of appeal.

(f) 1. A Charter School Appeal Commission is established to assist the commissioner and the State Board of Education with a fair and impartial review of appeals by applicants whose charter applications have been denied, whose charter contracts have not been renewed, or whose charter contracts have been terminated by their sponsors. 2. The Charter School Appeal Commission may receive copies of the appeal documents forwarded to the State Board of Education, review the documents, gather other applicable information regarding the appeal, and make a written recommendation to the commissioner. The recommendation must state whether the appeal should

be upheld or denied and include the reasons for the recommendation being offered. The commissioner shall forward the recommendation to the State Board of Education no later than 7 calendar days prior to the date on which the appeal is to be heard. The state board must consider the commissioner's recommendation in making its decision, but is not bound by the recommendation. The decision of the Charter School Appeal Commission is not subject to the provisions of the Administrative Procedure Act, chapter 120. 3. The commissioner shall appoint the members of the Charter School Appeal Commission. Members shall serve without compensation but may be reimbursed for travel and per diem expenses in conjunction with their service. One-half of the members must represent currently operating charter schools, and one-half of the members must represent sponsors. The commissioner or a named designee shall chair the Charter School Appeal Commission. 4. The chair shall convene meetings of the commission and shall ensure that the written recommendations are completed and forwarded in a timely manner. In cases where the commission cannot reach a decision, the chair shall make the written recommendation with justification, noting that the decision was rendered by the chair. 5. Commission members shall thoroughly review the materials presented to them from the appellant and the sponsor. The commission may request information to clarify the documentation presented to it. In the course of its review, the commission may facilitate the postponement of an appeal in those cases where additional time and communication may negate the need for a formal appeal and both parties agree, in writing, to postpone the appeal to the State Board of Education. A new date certain for the appeal shall then be set based upon the rules and procedures of the State Board of Education. Commission members shall provide a written recommendation to the state board as to whether the appeal should be upheld or denied. A fact-based justification for the recommendation must be included. The chair must ensure that the written recommendation is submitted to the State Board of Education members no later than 7 calendar days prior to the date on which the appeal is to be heard. Both parties in the case shall also be provided a copy of the recommendation.

(g) The Department of Education shall offer or arrange for training and technical assistance to charter school applicants in developing business plans and estimating costs and income. This assistance shall address estimating startup costs, projecting enrollment, and identifying the types and amounts of state and federal financial assistance the charter school will be eligible to receive. The department may provide other technical assistance to an applicant upon written request.

(h) In considering charter applications for a lab school, a state university shall consult with the district school board of the county in which the lab school is located. The decision of a state university may be appealed pursuant to the procedure established in this subsection.

(i) The terms and conditions for the operation of a charter school shall be set forth by the sponsor and the applicant in a written contractual agreement, called a charter. The sponsor shall not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals. The sponsor shall have 60 days to provide an initial proposed charter contract to the charter school. The applicant and the sponsor shall have 75 days thereafter to negotiate and notice the charter contract for final approval by the sponsor unless both parties agree to an extension. The proposed charter contract shall be provided to the charter school at least 7 calendar days prior to the date of the meeting at which the charter is scheduled to be voted upon by the sponsor. The Department of Education shall provide mediation services for any dispute regarding this section subsequent to the approval of a charter application and for any dispute relating to the approved charter, except disputes regarding charter school application denials. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge may rule on issues of equitable treatment of the charter school as a public school, whether proposed provisions of the charter violate the intended flexibility granted charter schools by statute, or on any other matter regarding this section except a charter school application denial, a charter termination, or a charter nonrenewal and shall award the prevailing party reasonable attorney's fees and costs incurred to be paid by the losing party. The costs of the administrative hearing shall be paid by the party whom the administrative law judge rules against.

(7) CHARTER. The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing body of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address, and criteria for approval of the charter shall be based on: 1. The school's mission, the students to be served, and the ages and grades to be included. 2. 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. 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 Sunshine State Standards and grounded in scientifically based reading research. 3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description for each of the following: a. How the baseline student academic achievement levels and prior rates of academic progress will be established. b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school. c. To the extent possible, how these rates of progress will be evaluated and compared with rates of

progress of other closely comparable student populations. The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.

4. 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. Included in the methods is 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.

5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1003.43.

6. A method for resolving conflicts between the governing body of the charter school and the sponsor.

7. The admissions procedures and dismissal procedures, including the school's code of student conduct.

8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.

10. The asset and liability projections required in the application which are incorporated into the charter and which shall be compared with information provided in the annual report of the charter school. The charter shall ensure that, if a charter school internal audit or annual financial audit reveals a state of financial emergency as defined in s. 218.503 or deficit financial position, the auditors are required to notify the charter school governing board, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the state of financial emergency or deficit position. A final report shall be provided to the entire governing board, the sponsor, and the Department of Education within 14 working days after the exit interview. When a charter school is in a state of financial emergency, the charter school shall file a detailed financial recovery plan with the sponsor. The department, with the involvement of both sponsors and charter schools, shall establish guidelines for developing such plans.

11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

12. The term of the charter which shall provide for cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter. The initial term of a charter shall be for 4 or 5 years. In order to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a municipality or other public entity as provided by law are eligible for up to a 15-year charter, subject to approval by the district school board. A charter lab school is eligible for a charter for a term of up to 15 years. In addition, to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the district school board. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8).

13. The facilities to be used and their location.

14. 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.

15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).

16. 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.

17. In the case of an existing public school being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school.

(b) 1. A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8) (a) has been documented. In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter.

2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. shall be granted to a charter school that has received a school grade of "A" or "B" pursuant to s. 1008.34 in 3 of the past 4 years and is not in a state of financial emergency or deficit position as defined by this section. Such long-term charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8).

(c) A charter may be modified during its initial term or any renewal term upon the recommendation of the sponsor or the charter school governing board and the approval of both parties to the agreement.

(8) CAUSES FOR NONRENEWAL OR TERMINATION OF CHARTER.

(a) The sponsor may choose not to renew or may terminate the charter for any of the following grounds: 1. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter. 2. Failure to meet generally accepted standards of fiscal management. 3. Violation of law. 4. Other good cause shown.

(b) At least 90 days prior to renewing or terminating a charter, the sponsor shall notify the governing body of the school of the proposed action in writing. The notice shall state in reasonable detail the grounds for the proposed action and stipulate that the school's governing body may, within 14 calendar days after receiving the notice, request an informal hearing before the sponsor. The sponsor shall conduct the informal hearing within 30 calendar days after receiving a written request.

(c) If a charter is not renewed or is terminated pursuant to paragraph (b), the sponsor shall, within 10 calendar days, articulate in writing the specific reasons for its nonrenewal or termination of the charter and must provide the letter of nonrenewal or termination and documentation supporting the reasons to the charter school governing body, the charter school principal, and the Department of Education. The charter school's governing body may, within 30 calendar days after receiving the sponsor's final written decision to refuse to renew or to terminate the charter, appeal the decision pursuant to the procedure established in subsection (6).

(d) A charter may be terminated immediately if the sponsor determines that good cause has been shown or if the health, safety, or welfare of the students is threatened. The sponsor shall notify in writing the charter school's governing body, the charter school principal, and the department if a charter is immediately terminated. The sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate. The school district in which the charter school is located shall assume operation of the school under these circumstances. The charter school's governing board may, within 30 days after receiving the sponsor's decision to terminate the charter, appeal the decision pursuant to the procedure established in subsection (6).

(e) When a charter is not renewed or is terminated, the school shall be dissolved under the provisions of law under which the school was organized, and any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the sponsor. Capital outlay funds provided pursuant to s. 1013.62 and federal charter school program grant funds that are unencumbered shall revert to the department to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all district school board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the district school board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, district school board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the district school board's request, until any appeal status is resolved.

(f) If a charter is not renewed or is terminated, the charter school is responsible for all debts of the charter school. The district may not assume the debt from any contract made between the governing body of the school and a third party, except for a debt that is previously detailed and agreed upon in writing by both the district and the governing body of the school and that may not reasonably be assumed to have been satisfied by the district.

(g) If a charter is not renewed or is terminated, a student who attended the school may apply to, and shall be enrolled in, another public school. Normal application deadlines shall be disregarded under such circumstances.

(9) CHARTER SCHOOL REQUIREMENTS.

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.

(b) A charter school shall admit students as provided in subsection (10).

(c) A charter school shall be accountable to its sponsor for performance as provided in subsection (7).

(d) A charter school shall not charge tuition or registration fees, except those fees normally charged by other public schools. However, a charter lab school may charge a student activity and service fee as authorized by s. 1002.32 (5).

(e) A charter school shall meet all applicable state and local health, safety, and civil rights requirements.

(f) A charter school shall not violate the antidiscrimination provisions of s. 1000.05.

(g) A charter school shall provide for an annual financial audit in accordance with s. 218.39. Financial audits that reveal a state of financial emergency as defined in s. 218.503 and are conducted by a certified public accountant or auditor in accordance with s. 218.39 shall be provided to the governing body of the charter school within 7 working days after finding that a state of financial emergency exists. When a charter school is found to be in a state of financial emergency by a certified public accountant or auditor, the charter school must file a detailed financial recovery plan with the sponsor within 30 days after receipt of the audit.

(h) In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records which constitute their accounting system: 1. In accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools"; or 2. At the discretion of the charter school governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to this paragraph. Charter schools shall provide annual

financial report and program cost report information in the state-required formats for inclusion in district reporting in compliance with s. 1011.60(1). Charter schools that are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent but must reformat this information for reporting according to this paragraph.

(i)The governing board of the charter school shall annually adopt and maintain an operating budget.

(j)The governing body of the charter school shall exercise continuing oversight over charter school operations.

(k)The governing body of the charter school shall be responsible for: 1.Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the governing body. 2.Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan. 3.Monitoring a financial recovery plan in order to ensure compliance. 4.Participating in governance training approved by the department that must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

(l)The governing body of the charter school shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports. The Department of Education shall develop a uniform, online annual accountability report to be completed by charter schools. This report shall be easy to utilize and contain demographic information, student performance data, and financial accountability information. A charter school shall not be required to provide information and data that is duplicative and already in the possession of the department. The Department of Education shall include in its compilation a notation if a school failed to file its report by the deadline established by the department. The report shall include at least the following components: 1.Student achievement performance data, including the information required for the annual school report and the education accountability system governed by ss. 1008.31 and 1008.345. Charter schools are subject to the same accountability requirements as other public schools, including reports of student achievement information that links baseline student data to the school's performance projections identified in the charter. The charter school shall identify reasons for any difference between projected and actual student performance. 2.Financial status of the charter school which must include revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt. 3.Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes. 4.Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

(m)A charter school shall not levy taxes or issue bonds secured by tax revenues.

(n)A charter school shall provide instruction for at least the number of days required by law for other public schools, and may provide instruction for additional days.

(o)The director and a representative of the governing body of a charter school that has received a school grade of ""D" under s. 1008.34(2) shall appear before the sponsor or the sponsor's staff at least once a year to present information concerning each contract component having noted deficiencies. The sponsor shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

(p)Upon notification that a charter school receives a school grade of ""D" for 2 consecutive years or a school grade of ""F" under s. 1008.34(2), the charter school sponsor or the sponsor's staff shall require the director and a representative of the governing body to submit to the sponsor for approval a school improvement plan to raise student achievement and to implement the plan. The sponsor has the authority to approve a school improvement plan that the charter school will implement in the following school year. The sponsor may also consider the State Board of Education's recommended action pursuant to s. 1008.33(1) as part of the school improvement plan. The Department of Education shall offer technical assistance and training to the charter school and its governing body and establish guidelines for developing, submitting, and approving such plans. 1.If the charter school fails to improve its student performance from the year immediately prior to the implementation of the school improvement plan, the sponsor shall place the charter school on probation and shall require the charter school governing body to take one of the following corrective actions: a.Contract for the educational services of the charter school; b.Reorganize the school at the end of the school year under a new director or principal who is authorized to hire new staff and implement a plan that addresses the causes of inadequate progress; or c.Reconstitute the charter school. 2.A charter school that is placed on probation shall continue the corrective actions required under subparagraph 1. until the charter school improves its student performance from the year prior to the implementation of the school improvement plan. 3.Notwithstanding any provision of this paragraph, the sponsor may terminate the charter at any time pursuant to the provisions of subsection (8).

(q)The director and a representative of the governing body of a graded charter school that has submitted a school improvement plan or has been placed on probation under paragraph (p) shall appear before the sponsor or the sponsor's staff at least once a year to present information regarding the corrective strategies that are being implemented by the school pursuant to the school improvement plan. The sponsor shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

(10)ELIGIBLE STUDENTS.

(a)A charter school shall be open to any student covered in an interdistrict agreement or residing in the school

district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. 1002.32 or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause.

(b)The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

(c)When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school's attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.

(d)A charter school may give enrollment preference to the following student populations: 1.Students who are siblings of a student enrolled in the charter school. 2.Students who are the children of a member of the governing board of the charter school. 3.Students who are the children of an employee of the charter school.

(e)A charter school may limit the enrollment process only to target the following student populations: 1.Students within specific age groups or grade levels. 2.Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students. 3.Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15). 4.Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district. 5.Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. 6.Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

(f)Students with handicapping conditions and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.

(g)A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.

(h)The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection.

(11)PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES.A charter school student is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend pursuant to s. 1006.15(3)(d).

(12)EMPLOYEES OF CHARTER SCHOOLS.

(a)A charter school shall select its own employees. A charter school may contract with its sponsor for the services of personnel employed by the sponsor.

(b)Charter school employees shall have the option to bargain collectively. Employees may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the charter school.

(c)The employees of a conversion charter school shall remain public employees for all purposes, unless such employees choose not to do so.

(d)The teachers at a charter school may choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the teachers would not be public employees.

(e)Employees of a school district may take leave to accept employment in a charter school upon the approval of the district school board. While employed by the charter school and on leave that is approved by the district school board, the employee may retain seniority accrued in that school district and may continue to be covered by the benefit programs of that school district, if the charter school and the district school board agree to this arrangement and its financing. School districts shall not require resignations of teachers desiring to teach in a charter school. This paragraph shall not prohibit a district school board from approving alternative leave arrangements consistent with chapter 1012.

(f)Teachers employed by or under contract to a charter school shall be certified as required by chapter 1012. A charter school governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in chapter 1012, and as provided by State Board of Education rule for charter school governing boards. A charter school may not knowingly employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. A charter school may not knowingly employ an individual who has resigned from a school

district in lieu of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.

(g)A charter school shall employ or contract with employees who have undergone background screening as provided in s. 1012.32. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in s. 1012.32.

(h)For the purposes of tort liability, the governing body and employees of a charter school shall be governed by s. 768.28.

(i)A charter school shall organize as, or be operated by, a nonprofit organization. A charter school may be operated by a municipality or other public entity as provided for by law. As such, the charter school may be either a private or a public employer. As a public employer, a charter school may participate in the Florida Retirement System upon application and approval as a ""covered group" under s. 121.021(34). If a charter school participates in the Florida Retirement System, the charter school employees shall be compulsory members of the Florida Retirement System. As either a private or a public employer, a charter school may contract for services with an individual or group of individuals who are organized as a partnership or a cooperative. Individuals or groups of individuals who contract their services to the charter school are not public employees.

(13)CHARTER SCHOOL COOPERATIVES.Charter schools may enter into cooperative agreements to form charter school cooperative organizations that may provide the following services: charter school planning and development, direct instructional services, and contracts with charter school governing boards to provide personnel administrative services, payroll services, human resource management, evaluation and assessment services, teacher preparation, and professional development.

(14)CHARTER SCHOOL FINANCIAL ARRANGEMENTS; INDEMNIFICATION OF THE STATE AND SCHOOL DISTRICT; CREDIT OR TAXING POWER NOT TO BE PLEDGED.Any arrangement entered into to borrow or otherwise secure funds for a charter school authorized in this section from a source other than the state or a school district shall indemnify the state and the school district from any and all liability, including, but not limited to, financial responsibility for the payment of the principal or interest. Any loans, bonds, or other financial agreements are not obligations of the state or the school district but are obligations of the charter school authority and are payable solely from the sources of funds pledged by such agreement. The credit or taxing power of the state or the school district shall not be pledged and no debts shall be payable out of any moneys except those of the legal entity in possession of a valid charter approved by a district school board pursuant to this section.

(15)CHARTER SCHOOLS-IN-THE-WORKPLACE; CHARTER SCHOOLS-IN-A-MUNICIPALITY.

(a)In order to increase business partnerships in education, to reduce school and classroom overcrowding throughout the state, and to offset the high costs for educational facilities construction, the Legislature intends to encourage the formation of business partnership schools or satellite learning centers and municipal-operated schools through charter school status.

(b)A charter school-in-the-workplace may be established when a business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of employees of that business or corporation who are seeking enrollment, as provided for in subsection (10); and enrolls students according to the racial/ethnic balance provisions described in subparagraph (7)(a)8. Any portion of a facility used for a public charter school shall be exempt from ad valorem taxes, as provided for in s. 1013.54, for the duration of its use as a public school.

(c)A charter school-in-a-municipality designation may be granted to a municipality that possesses a charter; enrolls students based upon a random lottery that involves all of the children of the residents of that municipality who are seeking enrollment, as provided for in subsection (10); and enrolls students according to the racial/ethnic balance provisions described in subparagraph (7)(a)8. When a municipality has submitted charter applications for the establishment of a charter school feeder pattern, consisting of elementary, middle, and senior high schools, and each individual charter application is approved by the district school board, such schools shall then be designated as one charter school for all purposes listed pursuant to this section. Any portion of the land and facility used for a public charter school shall be exempt from ad valorem taxes, as provided for in s. 1013.54, for the duration of its use as a public school.

(d)As used in this subsection, the terms ""business partner" or ""municipality" may include more than one business or municipality to form a charter school-in-the-workplace or charter school-in-a-municipality.

(16)EXEMPTION FROM STATUTES.

(a)A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 1.Those statutes specifically applying to charter schools, including this section. 2.Those statutes pertaining to the student assessment program and school grading system. 3.Those statutes pertaining to the provision of services to students with disabilities. 4.Those statutes pertaining to civil rights, including s. 1000.05, relating to discrimination. 5.Those statutes pertaining to student health, safety, and welfare.

(b)Additionally, a charter school shall be in compliance with the following statutes: 1.Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties. 2.Chapter 119, relating to public

records.

(17)FUNDING. Students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in a basic program or a special program, the same as students enrolled in other public schools in the school district. Funding for a charter lab school shall be as provided in s. 1002.32.

(a)Each charter school shall report its student enrollment to the sponsor as required in s. 1011.62, and in accordance with the definitions in s. 1011.61. The sponsor shall include each charter school's enrollment in the district's report of student enrollment. All charter schools submitting student record information required by the Department of Education shall comply with the Department of Education's guidelines for electronic data formats for such data, and all districts shall accept electronic data that complies with the Department of Education's electronic format.

(b)The basis for the agreement for funding students enrolled in a charter school shall be the sum of the school district's operating funds from the Florida Education Finance Program as provided in s. 1011.62 and the General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law shall be entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program by the Legislature, including transportation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education.

(c)If the district school board is providing programs or services to students funded by federal funds, any eligible students enrolled in charter schools in the school district shall be provided federal funds for the same level of service provided students in the schools operated by the district school board. Pursuant to provisions of 20 U.S.C. 8061 s. 10306, all charter schools shall receive all federal funding for which the school is otherwise eligible, including Title I funding, not later than 5 months after the charter school first opens and within 5 months after any subsequent expansion of enrollment.

(d)District school boards shall make timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special state and federal funding for which they may be eligible. The district school board may distribute funds to a charter school for up to 3 months based on the projected full-time equivalent student membership of the charter school. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year. The payment shall be issued no later than 10 working days after the district school board receives a distribution of state or federal funds. If a warrant for payment is not issued within 10 working days after receipt of funding by the district school board, the school district shall pay to the charter school, in addition to the amount of the scheduled disbursement, interest at a rate of 1 percent per month calculated on a daily basis on the unpaid balance from the expiration of the 10 working days until such time as the warrant is issued.

(18)FACILITIES.

(a)A startup charter school shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. Conversion charter schools shall utilize facilities that comply with the State Requirements for Educational Facilities provided that the school district and the charter school have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain charter school facilities in the same manner as its other public schools within the district. Charter schools, with the exception of conversion charter schools, are not required to comply, but may choose to comply, with the State Requirements for Educational Facilities of the Florida Building Code adopted pursuant to s. 1013.37. The local governing authority shall not adopt or impose local building requirements or restrictions that are more stringent than those found in the Florida Building Code. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy shall be the local municipality or, if in an unincorporated area, the county governing authority.

(b)A charter school shall utilize facilities that comply with the Florida Fire Prevention Code, pursuant to s. 633.025, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a).

(c)Any facility, or portion thereof, used to house a charter school whose charter has been approved by the sponsor and the governing board, pursuant to subsection (7), shall be exempt from ad valorem taxes pursuant to s. 196.1983. Library, community service, museum, performing arts, theatre, cinema, church, community college, college, and university facilities may provide space to charter schools within their facilities under their preexisting zoning and land use designations.

(d)Charter school facilities are exempt from assessments of fees for building permits, except as provided in s. 553.80, fees for building and occupational licenses, impact fees, service availability fees, and assessments for special benefits.

(e)If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it shall be provided for a charter school's use on the same basis as it is made available to other public schools in the district. A charter school receiving property from the school district may not sell or dispose of such

property without written permission of the school district. Similarly, for an existing public school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the district school board to the parents and teachers organizing the charter school. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to district school board standards. The Public Education Capital Outlay maintenance funds or any other maintenance funds generated by the facility operated as a conversion school shall remain with the conversion school.

(f) To the extent that charter school facilities are specifically created to mitigate the educational impact created by the development of new residential dwelling units, pursuant to subparagraph (2)(c)4., some of or all of the educational impact fees required to be paid in connection with the new residential dwelling units may be designated instead for the construction of the charter school facilities that will mitigate the student station impact. Such facilities shall be built to the State Requirements for Educational Facilities and shall be owned by a public or nonprofit entity. The local school district retains the right to monitor and inspect such facilities to ensure compliance with the State Requirements for Educational Facilities. If a facility ceases to be used for public educational purposes, either the facility shall revert to the school district subject to any debt owed on the facility, or the owner of the facility shall have the option to refund all educational impact fees utilized for the facility to the school district. The district and the owner of the facility may contractually agree to another arrangement for the facilities if the facilities cease to be used for educational purposes. The owner of property planned or approved for new residential dwelling units and the entity levying educational impact fees shall enter into an agreement that designates the educational impact fees that will be allocated for the charter school student stations and that ensures the timely construction of the charter school student stations concurrent with the expected occupancy of the residential units. The application for use of educational impact fees shall include an approved charter school application. To assist the school district in forecasting student station needs, the entity levying the impact fees shall notify the affected district of any agreements it has approved for the purpose of mitigating student station impact from the new residential dwelling units.

(g) Each school district shall annually provide to the Department of Education as part of its 5-year work plan the number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year. The department may recommend that a district make such space available to an appropriate charter school.

(19) CAPITAL OUTLAY FUNDING. Charter schools are eligible for capital outlay funds pursuant to s. 1013.62.

(20) SERVICES.

(a) A sponsor shall provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services; exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the federal lunch program, consistent with the needs of the charter school, are provided by the school district at the request of the charter school; test administration services, including payment of the costs of state-required or district-required student assessments; processing of teacher certificate data services; and information services, including equal access to student information systems that are used by public schools in the district in which the charter school is located. Student performance data for each student in a charter school, including, but not limited to, FCAT scores, standardized test scores, previous public school student report cards, and student performance measures, shall be provided by the sponsor to a charter school in the same manner provided to other public schools in the district. A total administrative fee for the provision of such services shall be calculated based upon up to 5 percent of the available funds defined in paragraph (17)(b) for all students. However, a sponsor may only withhold up to a 5-percent administrative fee for enrollment for up to and including 500 students. For charter schools with a population of 501 or more students, the difference between the total administrative fee calculation and the amount of the administrative fee withheld may only be used for capital outlay purposes specified in s. 1013.62(2). Sponsors shall not charge charter schools any additional fees or surcharges for administrative and educational services in addition to the maximum 5-percent administrative fee withheld pursuant to this paragraph.

(b) If goods and services are made available to the charter school through the contract with the school district, they shall be provided to the charter school at a rate no greater than the district's actual cost unless mutually agreed upon by the charter school and the sponsor in a contract negotiated separately from the charter. When mediation has failed to resolve disputes over contracted services or contractual matters not included in the charter, an appeal may be made for a dispute resolution hearing before the Charter School Appeal Commission. To maximize the use of state funds, school districts shall allow charter schools to participate in the sponsor's bulk purchasing program if applicable.

(c) Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart 1.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

(21)PUBLIC INFORMATION ON CHARTER SCHOOLS.The Department of Education shall provide information to the public, directly and through sponsors, both on how to form and operate a charter school and on how to enroll in charter schools once they are created. This information shall include a standard application format, charter format, and charter renewal format which shall include the information specified in subsection (7) and shall be developed by consulting and negotiating with both school districts and charter schools before implementation. These formats shall be used as guidelines by charter school sponsors.

(22)CHARTER SCHOOL REVIEW PANEL AND LEGISLATIVE REVIEW.

(a)The Department of Education shall staff and regularly convene a Charter School Review Panel in order to review issues, practices, and policies regarding charter schools. The composition of the review panel shall include individuals with experience in finance, administration, law, education, and school governance, and individuals familiar with charter school construction and operation. The panel shall include two appointees each from the Commissioner of Education, the President of the Senate, and the Speaker of the House of Representatives. The Governor shall appoint three members of the panel and shall designate the chair. Each member of the panel shall serve a 1-year term, unless renewed by the office making the appointment. The panel shall make recommendations to the Legislature, to the Department of Education, to charter schools, and to school districts for improving charter school operations and oversight and for ensuring best business practices at and fair business relationships with charter schools.

(b)The Legislature shall review the operation of charter schools during the 2010 Regular Session of the Legislature.

(23)ANALYSIS OF CHARTER SCHOOL PERFORMANCE.Upon receipt of the annual report required by paragraph (9)(l), the Department of Education shall provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives an analysis and comparison of the overall performance of charter school students, to include all students whose scores are counted as part of the statewide assessment program, versus comparable public school students in the district as determined by the statewide assessment program currently administered in the school district, and other assessments administered pursuant to s. 1008.22(3).

(24)RULEMAKING.The Department of Education, after consultation with school districts and charter school directors, shall recommend that the State Board of Education adopt rules to implement specific subsections of this section. Such rules shall require minimum paperwork and shall not limit charter school flexibility authorized by statute.

History

s. 98, ch. 2002-387; s. 23, ch. 2003-391; s. 1, ch. 2003-393; ss. 35, 78, ch. 2004-41; s. 3, ch. 2004-295; s. 1, ch. 2004-354; s. 1, ch. 2006-190; s. 2, ch. 2006-302; s. 5, ch. 2007-234. Note.Section 10, ch. 2007-234, provides that ""this act shall take effect upon becoming a law except that the amendment to s. 1002.33(18)(d), Florida Statutes, by this act, shall apply retroactively to July 1, 1996."

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Statutes » Title 48 » Ch. 1002 » Sec. 1002.335**Florida Schools of Excellence Commission.**

(1) **FINDINGS.** The Legislature finds that:

(a) Charter schools are a critical component in the state's efforts to provide efficient and high-quality schools within the state's uniform system of public education.

(b) Charter schools provide valuable educational options and innovative learning opportunities while expanding the capacity of the state's system of public education and empowering parents with the ability to make choices that best fit the individual needs of their children.

(c) The growth of charter schools in the state has contributed to enhanced student performance, greater efficiency, and the improvement of all public schools.

(2) **INTENT.** It is the intent of the Legislature that:

(a) There be established an independent, state-level commission whose primary focus is the development and support of charter schools in order to better meet the growing and diverse needs of some of the increasing number and array of charter schools in the state and to further ensure that charter schools of the highest academic quality are approved and supported throughout the state in an efficient manner.

(b) New sources of community support in the form of municipalities with knowledge of the unique needs of a particular community or state universities, community colleges, or regional educational consortia with special education expertise should be authorized to participate in developing and supporting charter schools that maximize access to a wide variety of high-quality educational options for all students regardless of disability, race, or socioeconomic status.

(3) **FLORIDA SCHOOLS OF EXCELLENCE COMMISSION.**

(a) The Florida Schools of Excellence Commission is established as an independent, state-level charter school authorizing entity working in collaboration with the Department of Education and under the supervision of the State Board of Education. Startup funds necessary to establish and operate the commission may be received through private contributions and federal and other institutional grants through the Grants and Donations Trust Fund and the Federal Grants Trust Fund housed within the department in addition to funds provided in the General Appropriations Act. The department shall assist in securing federal and other institutional grant funds to establish the commission.

(b) The commission shall be appointed by the State Board of Education and shall be composed of three appointees recommended by the Governor, two appointees recommended by the President of the Senate, and two appointees recommended by the Speaker of the House of Representatives. The Governor, the President of the Senate, and the Speaker of the House of Representatives shall each recommend a list of no fewer than two nominees for any appointment to the commission. The appointments shall be made as soon as feasible but no later than September 1, 2006. Each member shall serve a term of 2 years; however, for the purpose of providing staggered terms, of the initial appointments, three members shall be appointed to 1-year terms and four members shall be appointed to 2-year terms. Thereafter, each appointee shall serve a 2-year term unless the State Board of Education, after review, extends the appointment. If a vacancy occurs on the commission, it shall be filled by the State Board of Education from a recommendation by the appropriate authority according to the procedure set forth in this paragraph. The members of the commission shall annually vote to appoint a chair and a vice chair. Each member of the commission must hold a bachelor's degree or higher, and the commission must include individuals who have experience in finance, administration, law, education, and school governance.

(c) The commission is encouraged to convene its first meeting no later than October 1, 2006, and, thereafter, shall meet each month at the call of the chair or upon the request of four members of the commission. Four members of the commission shall constitute a quorum.

(d) The commission shall appoint an executive director who shall employ such staff as is necessary to perform the administrative duties and responsibilities of the commission.

(e) The members of the commission shall not be compensated for their services on the commission but may be reimbursed for per diem and travel expenses pursuant to s. 112.061.

(4) **POWERS AND DUTIES.**

(a) The commission shall have the power to: 1. Authorize and act as a sponsor of charter schools, including the approval or denial of charter school applications pursuant to subsection (9) and the nonrenewal or termination of charter schools pursuant to s. 1002.33(8). 2. Authorize municipalities, state universities, community colleges, and regional educational consortia to act as cosponsors of charter schools, including the approval or denial of cosponsor applications pursuant to State Board of Education rule and subsection (6) and the revocation of approval of cosponsors pursuant to State Board of Education rule and subsection (8). 3. Approve or deny Florida Schools of Excellence (FSE) charter school applications and renew or terminate charters of FSE charter schools. 4. Conduct facility and curriculum reviews of charter schools approved by the commission or one of its cosponsors.

(b) The commission shall have the following duties: 1. Review charter school applications and assist in the establishment of Florida Schools of Excellence (FSE) charter schools throughout the state. An FSE charter school shall exist as a public school within the state as a component of the delivery of public education within Florida's K-20 education system. 2. Develop, promote, and disseminate best practices for charter schools and charter school

sponsors in order to ensure that high-quality charter schools are developed and incentivized. At a minimum, the best practices shall encourage the development and replication of academically and financially proven charter school programs. 3. Develop, promote, and require high standards of accountability for any school that applies for and is granted a charter under this section. 4. Monitor and annually review the performance of cosponsors approved pursuant to this section and hold the cosponsors accountable for their performance pursuant to the provisions of paragraph (6)(c). The commission shall annually review and evaluate the performance of each cosponsor based upon the financial and administrative support provided to the cosponsor's charter schools and the quality of charter schools approved by the cosponsor, including the academic performance of the students who attend those schools. 5. Monitor and annually review and evaluate the academic and financial performance of the charter schools it sponsors and hold the schools accountable for their performance pursuant to the provisions of chapter 1008. 6. Report the student enrollment in each of its sponsored charter schools to the district school board of the county in which the school is located. 7. Work with its cosponsors to monitor the financial management of each FSE charter school. 8. Direct charter schools and persons seeking to establish charter schools to sources of private funding and support. 9. Actively seek, with the assistance of the department, supplemental revenue from federal grant funds, institutional grant funds, and philanthropic organizations. The commission may, through the department's Grants and Donations Trust Fund, receive and expend gifts, grants, and donations of any kind from any public or private entity to carry out the purposes of this section. 10. Review and recommend to the Legislature any necessary revisions to statutory requirements regarding the qualification and approval of municipalities, state universities, community colleges, and regional educational consortia as cosponsors for FSE charter schools. 11. Review and recommend to the Legislature any necessary revisions to statutory requirements regarding the standards for accountability and criteria for revocation of approval of cosponsors of FSE charter schools. 12. Act as liaison for cosponsors and FSE charter schools in cooperating with district school boards that may choose to allow charter schools to utilize excess space within district public school facilities. 13. Collaborate with municipalities, state universities, community colleges, and regional educational consortia as cosponsors for FSE charter schools for the purpose of providing the highest level of public education to low-income, low-performing, gifted, or underserved student populations. Such collaborations shall: a. Allow state universities and community colleges that cosponsor FSE charter schools to enable students attending a charter school to take college courses and receive high school and college credit for such courses. b. Be used to determine the feasibility of opening charter schools for students with disabilities, including, but not limited to, charter schools for children with autism that work with and utilize the specialized expertise of the Centers for Autism and Related Disabilities established and operated pursuant to s. 1004.55. 14. Support municipalities when the mayor or chief executive, through resolution passed by the governing body of the municipality, expresses an intent to cosponsor and establish charter schools within the municipal boundaries. 15. Meet the needs of charter schools and school districts by uniformly administering high-quality charter schools, thereby removing administrative burdens from the school districts. 16. Assist FSE charter schools in negotiating and contracting with district school boards that choose to provide certain administrative or transportation services to the charter schools on a contractual basis. 17. Provide training for members of FSE charter school governing bodies within 90 days after approval of the charter school. The training shall include, but not be limited to, best practices on charter school governance, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and State Board of Education rules. 18. Perform all of the duties of sponsors set forth in s. 1002.33(5)(b) and (20).

(5) CHARTERING AUTHORITY.

(a) A charter school applicant may submit an application to the commission only if the school district in which the FSE charter school is to be located has not retained exclusive authority to authorize charter schools as provided in paragraph (e). If a district school board has not retained exclusive authority to authorize charter schools as provided in paragraph (e), the district school board and the commission shall have concurrent authority to authorize charter schools and FSE charter schools, respectively, to be located within the geographic boundaries of the school district. The district school board shall monitor and oversee all charter schools authorized by the district school board pursuant to s. 1002.33. The commission shall monitor and oversee all FSE charter schools sponsored by the commission pursuant to subsection (4).

(b) Paragraph (e) may not be construed to eliminate the ability of a district school board to authorize charter schools pursuant to s. 1002.33. A district school board shall retain the authority to reauthorize and to oversee any charter school that it has authorized, except with respect to any charter school that is converted to an FSE charter school under this section.

(c) For fiscal year 2007-2008 and for each fiscal year thereafter, a district school board may seek to retain exclusive authority to authorize charter schools within the geographic boundaries of the school district by presenting to the State Board of Education, on or before March 1 of the fiscal year prior to that for which the exclusive authority is to apply, a written resolution adopted by the district school board indicating the intent to retain exclusive authority to authorize charter schools. A district school board may seek to retain the exclusive authority to authorize charter schools by presenting to the state board the written resolution on or before a date 60 days after establishment of the commission. The written resolution shall be accompanied by a written description addressing the elements described in paragraph (e). The district school board shall provide a complete copy of the resolution, including the description, to each charter school authorized by the district school board on or before the date it submits the resolution to the state board.

(d) A party may challenge the grant of exclusive authority made by the State Board of Education pursuant to

paragraph (e) by filing with the state board a notice of challenge within 30 days after the state board grants exclusive authority. The notice shall be accompanied by a specific written description of the basis for the challenge. The challenging party, at the time of filing notice with the state board, shall provide a copy of the notice of challenge to the district school board that has been granted exclusive authority. The state board shall permit the district school board the opportunity to appear and respond in writing to the challenge. The state board shall make a determination upon the challenge within 60 days after receiving the notice of challenge.

(e) The State Board of Education shall grant to a district school board exclusive authority to authorize charter schools within the geographic boundaries of the school district if the state board determines, after adequate notice, in a public hearing, and after receiving input from any charter school authorized by the district school board, that the district school board has provided fair and equitable treatment to its charter schools during the 4 years prior to the district school board's submission of the resolution described in paragraph (c). The state board's review of the resolution shall, at a minimum, include consideration of the following: 1. Compliance with the provisions of s. 1002.33. 2. Compliance with full and accurate accounting practices and charges for central administrative overhead costs. 3. Compliance with requirements allowing a charter school, at its discretion, to purchase certain services or a combination of services at actual cost to the district. 4. The absence of a district school board moratorium regarding charter schools or the absence of any districtwide charter school enrollment limits. 5. Compliance with valid orders of the state board. 6. The provision of assistance to charter schools to meet their facilities needs by including those needs in local bond issues or otherwise providing available land and facilities that are comparable to those provided to other public school students in the same grade levels within the school district. 7. The distribution to charter schools authorized by the district school board of a pro rata share of federal and state grants received by the district school board, except for any grant received for a particular purpose which, by its express terms, is intended to benefit a student population not able to be served by, or a program not able to be offered at, a charter school that did not receive a proportionate share of such grant proceeds. 8. The provision of adequate staff and other resources to serve charter schools authorized by the district school board, which services are provided by the district school board at a cost to the charter schools that does not exceed their actual cost to the district school board. 9. The lack of a policy or practice of imposing individual charter school enrollment limits, except as otherwise provided by law. 10. The provision of an adequate number of educational choice programs to serve students exercising their rights to transfer pursuant to the "No Child Left Behind Act of 2001," Pub. L. No. 107-110, and a history of charter school approval that encourages chartering.

(f) The decision of the State Board of Education pursuant to paragraph (e) shall not be subject to the provisions of chapter 120 and shall be a final action subject to judicial review by the district court of appeal.

(g) For district school boards that have no discernible history of authorizing charter schools, the State Board of Education may not grant exclusive authority unless the district school board demonstrates that no approvable application has come before the district school board.

(h) A grant of exclusive authority by the State Board of Education shall continue so long as a district school board continues to comply with this section and has presented a written resolution to the state board as set forth in paragraph (c).

(i) Notwithstanding any other provision of this section to the contrary, a district school board may permit the establishment of one or more FSE charter schools within the geographic boundaries of the school district by adopting a favorable resolution and submitting the resolution to the State Board of Education. The resolution shall be effective until it is rescinded by resolution of the district school board.

(6) APPROVAL OF COSPONSORS.

(a) The commission shall begin accepting applications by municipalities, state universities, community colleges, and regional educational consortia no later than January 31, 2007. The commission shall review and evaluate all applications for compliance with the provisions of paragraph (c) and shall have 90 days after receipt of an application to approve or deny the application unless the 90-day period is waived by the applicant.

(b) The commission shall limit the number of charter schools that a cosponsor may approve pursuant to its review of the cosponsor's application under paragraph (c). Upon application by the cosponsor and review by the commission of the performance of a cosponsor's current charter schools, the commission may approve a cosponsor's application to raise the limit previously set by the commission.

(c) Any entity set forth in paragraph (a) that is interested in becoming a cosponsor pursuant to this section shall prepare and submit an application to the commission that provides evidence that the entity: 1. Has the necessary staff and infrastructure or has established the necessary contractual or interagency relationships to ensure its ability to handle all of the administrative responsibilities required of a charter school sponsor as set forth in s. 1002.33(20). 2. Has the necessary staff expertise and infrastructure or has established the necessary contractual or interagency relationships to ensure that it will approve and is able to develop and maintain charter schools of the highest academic quality. 3. Is able to provide the necessary public and private financial resources and staff to ensure that it can monitor and support charter schools that are economically efficient and fiscally sound. 4. Is committed to providing equal access to all students and to maintaining a diverse student population within its charter schools, including compliance with all applicable requirements of federal law. 5. Is committed to serving low-income, low-performing, gifted, or underserved student populations. 6. Has articulated annual academic and financial goals and expected outcomes for its charter schools as well as the methods and plans by which it will measure and achieve those goals and outcomes. 7. Has policies in place to protect its cosponsoring practices from conflicts of interest.

(d)The commission's decision to deny an application or to revoke approval of a cosponsor pursuant to subsection (8) is not subject to chapter 120 and may be appealed to the State Board of Education pursuant to s. 1002.33(6).

(7)COSPONSOR AGREEMENT.

(a)Upon approval of a cosponsor, the commission and the cosponsor shall enter into an agreement that defines the cosponsor's rights and obligations and includes the following: 1.An explanation of the personnel, contractual and interagency relationships, and potential revenue sources referenced in the application as required in paragraph (6)(c). 2.Incorporation of the requirements of equal access for all students, including any plans to provide food service or transportation reasonably necessary to provide access to as many students as possible. 3.Incorporation of the requirement to serve low-income, low-performing, gifted, or underserved student populations. 4.An explanation of the academic and financial goals and expected outcomes for the cosponsor's charter schools and the method and plans by which they will be measured and achieved as referenced in the application. 5.The conflict-of-interest policies referenced in the application. 6.An explanation of the disposition of facilities and assets upon termination and dissolution of a charter school approved by the cosponsor. 7.A provision requiring the cosponsor to annually appear before the commission and provide a report as to the information provided pursuant to s. 1002.33(9)(l) for each of its charter schools. 8.A provision requiring that the cosponsor report the student enrollment in each of its sponsored charter schools to the district school board of the county in which the school is located. 9.A provision requiring that the cosponsor work with the commission to provide the necessary reports to the State Board of Education. 10.Any other reasonable terms deemed appropriate by the commission given the unique characteristics of the cosponsor.

(b)No cosponsor may receive applications for charter schools until a cosponsor agreement with the commission has been approved and signed by the commission and the appropriate individuals or governing bodies of the cosponsor.

(c)The cosponsor agreement shall be proposed and negotiated pursuant to the timeframes set forth in s. 1002.33(6)(i).

(d)The cosponsor agreement shall be attached to and shall govern all charter school contracts entered into by the cosponsor.

(8)CAUSES FOR REVOCATION OF APPROVAL OF A COSPONSOR.If at any time the commission finds that a cosponsor is not in compliance, or is no longer willing to comply, with its contract with a charter school or with its cosponsor agreement with the commission, the commission shall provide notice and a hearing in accordance with State Board of Education rule. If after a hearing the commission confirms its initial finding, the commission shall revoke the cosponsor's approval. The commission shall assume temporary sponsorship over any charter school sponsored by the cosponsor at the time of revocation. Thereafter, the commission may assume permanent sponsorship over such school or allow the school's governing body to apply to another sponsor or cosponsor.

(9)CHARTER SCHOOL APPLICATION AND REVIEW.Charter school applications submitted to the commission or to a cosponsor approved by the commission pursuant to subsection (6) shall be subject to the same requirements set forth in s. 1002.33(6). The commission or cosponsor shall receive and review all applications for FSE charter schools according to the provisions for review of charter school applications under s. 1002.33(6)(b).

(10)APPLICATIONS OF EXISTING CHARTER SCHOOLS.

(a)An application may be submitted pursuant to this section by an existing charter school approved by a district school board provided that the obligations of its charter contract with the district school board will expire prior to entering into a new charter contract with the commission or one of its cosponsors. A district school board may agree to rescind or waive the obligations of a current charter contract to allow an application to be submitted by an existing charter school pursuant to this section. A charter school that changes sponsors pursuant to this subsection shall be allowed to continue the use of all facilities, equipment, and other assets it owned or leased prior to the expiration or rescission of its contract with a district school board sponsor.

(b)An application to the commission or one of its cosponsors by a conversion charter school may only be submitted upon consent of the district school board. In such instance, the district school board may retain the facilities, equipment, and other assets of the conversion charter school for its own use or agree to reasonable terms for their continued use by the conversion charter school.

(11)APPLICATION OF CHARTER SCHOOL STATUTE.

(a)The provisions of s. 1002.33(7)-(12), (14), and (16)-(19) shall apply to the commission and the cosponsors and charter schools approved pursuant to this section.

(b)The provisions of s. 1002.33(20) shall apply to the commission and the cosponsors and charter schools approved pursuant to this section with the exception that the commission or a cosponsor of a charter school approved pursuant to this section may retain no more than the actual cost of its administrative overhead costs expended to sponsor the charter school not to exceed 5 percent of the funding provided to the charter school.

(12)ACCESS TO INFORMATION.The commission shall provide maximum access to information to all parents in the state. It shall maintain information systems, including, but not limited to, a user-friendly Internet website, that

will provide information and data necessary for parents to make informed decisions. At a minimum, the commission must provide parents with information on its accountability standards, links to schools of excellence throughout the state, and public education programs available in the state.

(13)ANNUAL REPORT.Each year, the chair of the commission shall appear before the State Board of Education and submit a report regarding the academic performance and fiscal responsibility of all charter schools and cosponsors approved under this section.

(14)IMPLEMENTATION.The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 necessary to facilitate the implementation of this section.

History

s. 1, ch. 2006-302; s. 171, ch. 2007-5; s. 3, ch. 2007-19.



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Statutes » Title 48 » Ch. 1003 » Sec. 1003.413**Florida Secondary School Redesign Act.**

(1) Secondary schools are schools that primarily serve students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education.

(2) The following guiding principles for secondary school redesign shall be used in the annual preparation of each secondary school's improvement plan required by s. 1001.42(16):

(a) Struggling students, especially those in failing schools, need the highest quality teachers and dramatically different, innovative approaches to teaching and learning.

(b) Every teacher must contribute to every student's reading improvement.

(c) Quality professional development provides teachers and principals with the tools they need to better serve students.

(d) Small learning communities allow teachers to personalize instruction to better address student learning styles, strengths, and weaknesses.

(e) Intensive intervention in reading and mathematics must occur early and through innovative delivery systems.

(f) Parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.

(g) Applied and integrated courses help students see the relationships between subjects and relevance to their futures.

(h) School is more relevant when students choose courses based on their goals, interests, and talents.

(i) Master schedules should not determine instruction and must be designed based on student needs, not adult or institutional needs.

(j) Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

(3) Based on these guiding principles, district school boards shall establish policies to implement the requirements of ss. 1003.4156, 1003.428, and 1003.493. The policies must address:

(a) Procedures for placing and promoting students who enter a Florida public school at grade 6 through grade 12 from out of state or from a foreign country, including a review of the student's prior academic performance.

(b) Alternative methods for students to demonstrate competency in required courses and credits, with special support for students who have been retained.

(c) Applied, integrated, and combined courses that provide flexibility for students to enroll in courses that are creative and meet individual learning styles and student needs.

(d) Credit recovery courses and intensive reading and mathematics intervention courses based on student performance on the FCAT. These courses should be competency based and offered through innovative delivery systems, including computer-assisted instruction. School districts should use learning gains as well as other appropriate data and provide incentives to identify and reward high-performing teachers who teach credit recovery and intensive intervention courses.

(e) Grade forgiveness policies that replace a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or a comparable course.

(f) Summer academies for students to receive intensive reading and mathematics intervention courses or competency-based credit recovery courses. A student's participation in an instructional or remediation program prior to or immediately following entering grade 9 for the first time shall not affect that student's classification as a first-time 9th grader for reporting purposes.

(g) Strategies to support teachers' pursuit of the reading endorsement and emphasize reading instruction professional development for content area teachers.

(h) Creative and flexible scheduling designed to meet student needs.

(i) Procedures for high school students who have not prepared an electronic personal education plan pursuant to s. 1003.4156 to prepare such plan.

(j) Tools for parents to regularly monitor student progress and communicate with teachers.

(k) Additional course requirements for promotion and graduation which may be determined by each school district in the student progression plan and may include additional academic, fine and performing arts, physical education, or career and technical education courses in order to provide a complete education program pursuant to s. 1001.41(3).

(4) In order to support the successful implementation of this section by district school boards, the Department of Education shall:

(a) By February 1, 2007, increase the number of approved applied, integrated, and combined courses available to school districts.

(b) By the beginning of the 2006-2007 school year, make available a professional development package designed to provide the information that content area teachers need to become proficient in applying scientifically based reading strategies through their content areas.

- (c) Share best practices for providing a complete education program to students enrolled in course recovery, credit recovery, intensive reading intervention, or intensive mathematics intervention.
- (d) Expedite assistance and decisions and coordinate policies throughout all divisions within the department to provide school districts with support to implement this section.
- (e) Use data to provide the Legislature with an annual longitudinal analysis of the success of this reform effort, including the progress of 6th grade students and 9th grade students scoring at Level 1 on FCAT Reading or FCAT Mathematics.

(5) The Commissioner of Education shall create and implement the Secondary School Improvement Award Program to reward public secondary schools that demonstrate continuous student academic improvement and show the greatest gains in student academic achievement in reading and mathematics.

History

s. 19, ch. 2006-74.

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Statutes » Title 48 » Ch. 1003 » Sec. 1003.4156**General requirements for middle grades promotion.**

(1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

- (a) The student must successfully complete academic courses as follows: 1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text. 2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit. 3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. 4. Three middle school or higher courses in science. 5. One course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. By January 1, 2007, the Department of Education shall develop course frameworks and professional development materials for the career exploration and education planning course. The course may be implemented as a stand-alone course or integrated into another course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.
- (b) For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8).
- (c) For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

(2) Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

(3) The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.

History

s. 21, ch. 2006-74.

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Statutes » Title 48 » Ch. 1003 » Sec. 1003.428**General requirements for high school graduation; revised.**

(1) Except as otherwise authorized pursuant to s. 1003.429, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

(2) The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

(a) Sixteen core curriculum credits: 1. Four credits in English, with major concentration in composition, reading for information, and literature. 2. Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II. 3. Three credits in science, two of which must have a laboratory component. 4. Three credits in social studies as follows: one credit in American history; one credit in world history; one-half credit in economics; and one-half credit in American government. 5. One credit in fine or performing arts, which may include speech and debate. 6. One credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

(b) Eight credits in majors, minors, or electives: 1. Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by s. 1003.4156. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. Annually by October 1, the district school board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the department's website. 2. Four credits in elective courses selected by the student as part of the education plan required by s. 1003.4156. These credits may be combined to allow for a second major area of interest pursuant to subparagraph 1., a minor area of interest, elective courses, or intensive reading or mathematics intervention courses as described in this subparagraph. a. Minor areas of interest are composed of three credits selected by the student as part of the education plan required by s. 1003.4156 and approved by the district school board. b. Elective courses are selected by the student in order to pursue a complete education program as described in s. 1001.41(3) and to meet eligibility requirements for scholarships. c. For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8). d. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory.

(3)

(a) A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies: 1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district school board student progression plan; or 2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

(b) The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

(4) Each district school board shall establish standards for graduation from its schools, which must include:

- (a) Successful completion of the academic credit or curriculum requirements of subsections (1) and (2).
- (b) Earning passing scores on the FCAT, as defined in s. 1008.22(3)(c), or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9).
- (c) Completion of all other applicable requirements prescribed by the district school board pursuant to s. 1008.25.
- (d) Achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by this section. Each district school board shall adopt policies designed to assist students in meeting the requirements of this subsection. These policies may include, but are not limited to: forgiveness policies, summer school or before or after school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Forgiveness policies for required courses shall be limited to replacing a grade of ""D" or ""F," or the equivalent of a grade of ""D" or ""F," with a grade of ""C" or higher, or the equivalent of a grade of ""C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of ""D" or ""F," or the equivalent of a grade of ""D" or ""F," with a grade of ""C" or higher, or the equivalent of a grade of ""C" or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of ""C," ""D," or ""F" or the equivalent of a grade of ""C," ""D," or ""F." In such case, the district forgiveness policy must allow the replacement of the grade with a grade of ""C" or higher, or the equivalent of a grade of ""C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

(5) The State Board of Education, after a public hearing and consideration, shall adopt rules based upon the recommendations of the commissioner for the provision of test accommodations and modifications of procedures as necessary for students with disabilities which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.

(6) The public hearing and consideration required in subsection (5) shall not be construed to amend or nullify the requirements of security relating to the contents of examinations or assessment instruments and related materials or data as prescribed in s. 1008.23.

(7)

- (a) A student who meets all requirements prescribed in subsections (1), (2), (3), and (4) shall be awarded a standard diploma in a form prescribed by the State Board of Education.
- (b) A student who completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3), but who is unable to meet the standards of paragraph (4)(b), paragraph (4)(c), or paragraph (4)(d), shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

(8)

- (a) Each district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.
- (b) A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student: 1. Completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3). 2. Does not meet the requirements of paragraph (4)(b) after one opportunity in 10th grade and one opportunity in 11th grade.

(9) The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate between 1941 and 1950 but were inducted into the United States Armed Forces between September 16, 1940, and December 31, 1946, prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

(10) The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1946 and 1950 and were scheduled to graduate between 1950 and 1954, but were inducted into the United States Armed Forces between June 27, 1950, and January 31, 1955, and served during the Korean Conflict prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for

awarding such diplomas.

(11)The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.

History

s. 23, ch. 2006-74; s. 6, ch. 2007-234. Note.The comprehensive reading plan is required by s. 1011.62(9).

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Statutes » Title 48 » Ch. 1003 » Sec. 1003.491**Florida Career and Professional Education Act.**

The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(1)The primary purpose of the Florida Career and Professional Education Act is to:

- (a)Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- (b)Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- (c)Support local and regional economic development;
- (d)Respond to Florida's critical workforce needs; and
- (e)Provide state residents with access to high-wage and high-demand careers.

(2)Beginning with the 2007-2008 school year, each district school board shall develop, in collaboration with local workforce boards and postsecondary institutions approved to operate in the state, a strategic 5-year plan to address and meet local and regional workforce demands. If involvement of the local workforce board in the strategic plan development is not feasible, the local school board, with the approval of the Agency for Workforce Innovation, shall collaborate with the most appropriate local business leadership board. Two or more school districts may collaborate in the development of the strategic plan and offer a career and professional academy as a joint venture. Such plans must describe in detail provisions for efficient transportation of students, maximum use of shared resources, and access to courses through the Florida Virtual School when appropriate. Each strategic plan shall be completed no later than June 30, 2008, and shall include provisions to have in place at least one operational career and professional academy, pursuant to s. 1003.492, no later than the beginning of the 2008-2009 school year.

(3)The strategic 5-year plan developed jointly between the local school district, local workforce boards, and state-approved postsecondary institutions shall be constructed and based on:

- (a)Research conducted to objectively determine local and regional workforce needs for the ensuing 5 years, using labor projections of the United States Department of Labor and the Agency for Workforce Innovation;
- (b)Strategies to develop and implement career academies based on those careers determined to be in high demand;
- (c)Maximum use of private sector facilities and personnel;
- (d)Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;
- (e)Alignment to requirements for middle school career exploration and high school redesign;
- (f)Provisions to ensure that courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;
- (g)Establishment of student eligibility criteria in career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who show aptitude to participate in academies. School boards shall address the analysis of eighth grade student achievement data to provide opportunities for students who may be deemed as potential dropouts to participate in career and professional academies;
- (h)Strategies to provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students;
- (i)Strategies to engage Department of Juvenile Justice students in career and professional academy training that leads to industry certification;
- (j)Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;
- (k)Promotion of the benefits of the Gold Seal Bright Futures Scholarship;
- (l)Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career and professional courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses; and
- (m)Strategies to provide professional development for secondary guidance counselors on the benefits of career and professional academies.

(4)The State Board of Education shall establish a process for the continual and uninterrupted review of newly proposed core secondary courses and existing courses requested to be considered as core courses to ensure that sufficient rigor and relevance is provided for workforce skills and postsecondary education and aligned to state curriculum standards. The review of newly proposed core secondary courses shall be the responsibility of a curriculum review committee whose membership is approved by the Workforce Florida Board as described in s. 445.004, and shall include:

- (a) Three certified high school guidance counselors recommended by the Florida Association of Student Services Administrators.
- (b) Three assistant superintendents for curriculum and instruction, recommended by the Florida Association of District School Superintendents and who serve in districts that operate successful career and professional academies pursuant to s. 1003.492. Committee members in this category shall employ the expertise of appropriate subject area specialists in the review of proposed courses.
- (c) Three workforce representatives recommended by the Agency for Workforce Innovation.
- (d) Three admissions directors of postsecondary institutions accredited by the Southern Association of Colleges and Schools, representing both public and private institutions.
- (e) The Deputy Commissioner of Education responsible for K-12 curriculum and instruction. The Deputy Commissioner shall employ the expertise of appropriate subject area specialists in the review of proposed courses.

(5) The submission and review of newly proposed core courses shall be conducted electronically, and each proposed core course shall be approved or denied within 60 days. All courses approved as core courses for high school graduation purposes shall be immediately added to the Course Code Directory. Approved core courses shall also be reviewed and considered for approval for dual enrollment credit. The Board of Governors and the Commissioner of Education shall jointly recommend an annual deadline for approval of new core courses to be included for purposes of postsecondary admissions and dual enrollment credit the following academic year. The State Board of Education shall establish an appeals process in the event that a proposed course is denied which shall require a consensus ruling by the Agency for Workforce Innovation and the Commissioner of Education within 15 days. The curriculum review committee must be established and operational no later than September 1, 2007.

History

s. 143, ch. 2002-387; s. 3, ch. 2004-357; s. 26, ch. 2006-74; s. 1, ch. 2007-216.

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Statutes » Title 48 » Ch. 1008 » Sec. 1008.22**Student assessment program for public schools.**

(1)**PURPOSE.** The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:

(a) Assess the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level.

(b) Provide data for making decisions regarding school accountability and recognition.

(c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard or special high school diploma.

(d) Assess how well educational goals and performance standards are met at the school, district, and state levels.

(e) Provide information to aid in the evaluation and development of educational programs and policies.

(f) Provide information on the performance of Florida students compared with that of other students across the United States.

(2)**NATIONAL EDUCATION COMPARISONS.** It is Florida's intent to participate in the measurement of national educational goals. The Commissioner of Education shall direct Florida school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated. Such assessments must be conducted using the data collection procedures, the student surveys, the educator surveys, and other instruments included in the National Assessment of Educational Progress or similar program being administered in Florida. The results of these assessments shall be included in the annual report of the Commissioner of Education specified in this section. The administration of the National Assessment of Educational Progress or similar program shall be in addition to and separate from the administration of the statewide assessment program.

(3)**STATEWIDE ASSESSMENT PROGRAM.** The commissioner shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. The commissioner may enter into contracts for the continued administration of the assessment, testing, and evaluation programs authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next and may be paid from the appropriations of either or both fiscal years. The commissioner is authorized to negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law. Pursuant to the statewide assessment program, the commissioner shall:

(a) Submit to the State Board of Education a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including, but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Sunshine State Standards as defined in s. 1000.21. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commissioner shall submit to the State Board of Education revisions to the list of student skills and competencies in order to maintain continuous progress toward improvements in student proficiency.

(b) Develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools. These indicators must include, without limitation, information gathered by the comprehensive management information system created pursuant to s. 1008.385 and student achievement information obtained pursuant to this section.

(c) Develop and implement a student achievement testing program known as the Florida Comprehensive Assessment Test (FCAT) as part of the statewide assessment program to measure reading, writing, science, and mathematics. Other content areas may be included as directed by the commissioner. The assessment of reading and mathematics shall be administered annually in grades 3 through 10. The assessment of writing and science shall be administered at least once at the elementary, middle, and high school levels. The commissioner must document the procedures used to ensure that the versions of the FCAT which are taken by students retaking the grade 10 FCAT are equally as challenging and difficult as the tests taken by students in grade 10 which contain performance tasks. The testing program must be designed so that: 1. The tests measure student skills and competencies adopted by the State Board of Education as specified in paragraph (a). The tests must measure and report student proficiency levels of all students assessed in reading, writing, mathematics, and science. The commissioner shall provide for the tests to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner shall obtain input with respect to the design and implementation of the testing program from state educators, assistive technology experts, and the public. 2. The testing program will include a combination of norm-referenced and criterion-referenced tests and include, to the extent determined by the commissioner, questions that require the student to produce information or perform tasks in such a way that the skills and competencies he or she uses can be measured. 3. Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings that are

then scored by appropriate and timely methods. 4.A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels. 5.Except as provided in s. 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a passing score on the grade 10 assessment test described in this paragraph or attain concordant scores as described in subsection (9) in reading, writing, and mathematics to qualify for a standard high school diploma. The State Board of Education shall designate a passing score for each part of the grade 10 assessment test. In establishing passing scores, the state board shall consider any possible negative impact of the test on minority students. The State Board of Education shall adopt rules which specify the passing scores for the grade 10 FCAT. Any such rules, which have the effect of raising the required passing scores, shall only apply to students taking the grade 10 FCAT for the first time after such rules are adopted by the State Board of Education. 6.Participation in the testing program is mandatory for all students attending public school, including students served in Department of Juvenile Justice programs, except as otherwise prescribed by the commissioner. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such instructional accommodations. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable in the administration of the FCAT. However, instructional accommodations are allowable in the classroom if included in a student's individual education plan. Students using instructional accommodations in the classroom that are not allowable as accommodations on the FCAT may have the FCAT requirement waived pursuant to the requirements of s. 1003.428(8)(b) or s. 1003.43(11)(b). 7.A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet. 8.District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. The commissioner shall conduct studies as necessary to verify that the required skills and competencies are part of the district instructional programs. 9.District school boards must provide opportunities for students to demonstrate an acceptable level of performance on an alternative standardized assessment approved by the State Board of Education following enrollment in summer academies. 10.The Department of Education must develop, or select, and implement a common battery of assessment tools that will be used in all juvenile justice programs in the state. These tools must accurately measure the skills and competencies established in the Sunshine State Standards. 11.For students seeking a special diploma pursuant to s. 1003.438, the Department of Education must develop or select and implement an alternate assessment tool that accurately measures the skills and competencies established in the Sunshine State Standards for students with disabilities under s. 1003.438. The commissioner may, based on collaboration and input from school districts, design and implement student testing programs, for any grade level and subject area, necessary to effectively monitor educational achievement in the state, including the measurement of educational achievement of the Sunshine State Standards for students with disabilities. Development and refinement of assessments shall include universal design principles and accessibility standards that will prevent any unintended obstacles for students with disabilities while ensuring the validity and reliability of the test. These principles should be applicable to all technology platforms and assistive devices available for the assessments. The field testing process and psychometric analyses for the statewide assessment program must include an appropriate percentage of students with disabilities and an evaluation or determination of the effect of test items on such students.

(d)Conduct ongoing research to develop improved methods of assessing student performance, including, without limitation, the use of technology to administer tests, score, or report the results of, the use of electronic transfer of data, the development of work-product assessments, and the development of process assessments.

(e)Conduct ongoing research and analysis of student achievement data, including, without limitation, monitoring trends in student achievement by grade level and overall student achievement, identifying school programs that are successful, and analyzing correlates of school achievement.

(f)Provide technical assistance to school districts in the implementation of state and district testing programs and the use of the data produced pursuant to such programs.

(g)Study the cost and student achievement impact of secondary end-of-course assessments, including web-based and performance formats, and report to the Legislature prior to implementation.

(4)**DISTRICT TESTING PROGRAMS.**Each district school board shall periodically assess student performance and achievement within each school of the district. The assessment programs must be based upon local goals and objectives that are compatible with the state plan for education and that supplement the skills and competencies adopted by the State Board of Education. All school districts must participate in the statewide assessment program designed to measure annual student learning and school performance. All district school boards shall report assessment results as required by the state management information system.

(5)**SCHOOL TESTING PROGRAMS.** Each public school shall participate in the statewide assessment program, unless specifically exempted by state board rule based on serving a specialized population for which standardized testing is not appropriate. Student performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used in developing objectives of the school improvement plan, evaluation of instructional personnel, evaluation of administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and promotion and assignment of students into educational programs. The analysis of student performance data also must identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of the programs of remediation.

(6)**REQUIRED ANALYSES.** The commissioner shall provide, at a minimum, for the following analyses of data produced by the student achievement testing program:

(a) The statistical system for the annual assessments shall use measures of student learning, such as the FCAT, to determine teacher, school, and school district statistical distributions, which shall be determined using available data from the FCAT, and other data collection as deemed appropriate by the Department of Education, to measure the differences in student prior year achievement compared to the current year achievement for the purposes of accountability and recognition.

(b) The statistical system shall provide the best estimates of teacher, school, and school district effects on student progress. The approach used by the department shall be approved by the commissioner before implementation.

(c) The annual testing program shall be administered to provide for valid statewide comparisons of learning gains to be made for purposes of accountability and recognition. The commissioner shall establish a schedule for the administration of the statewide assessments. In establishing such schedule, the commissioner is charged with the duty to accomplish the latest possible administration of the statewide assessments and the earliest possible provision of the results to the school districts feasible within available technology and specific appropriation. District school boards shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

(7)**LOCAL ASSESSMENTS.** Measurement of the learning gains of students in all subjects and grade levels other than subjects and grade levels required for the state student achievement testing program is the responsibility of the school districts.

(8)**APPLICABILITY OF TESTING STANDARDS.** A student must meet the testing requirements for high school graduation that were in effect at the time the student entered 9th grade, provided the student's enrollment was continuous.

(9)**CONCORDANT SCORES FOR THE FCAT.**

(a) The State Board of Education shall analyze the content and concordant data sets for widely used high school achievement tests, including, but not limited to, the PSAT, PLAN, SAT, ACT, and College Placement Test, to assess if concordant scores for FCAT scores can be determined for high school graduation, college placement, and scholarship awards. In cases where content alignment and concordant scores can be determined, the Commissioner of Education shall adopt those scores as meeting the graduation requirement in lieu of achieving the FCAT passing score and may adopt those scores as being sufficient to achieve additional purposes as determined by rule. Each time that test content or scoring procedures are changed for the FCAT or one of the identified tests, new concordant scores must be determined.

(b) In order to use a concordant subject area score pursuant to this subsection to satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.429(6)(a), s. 1003.43(5)(a), or s. 1003.428, a student must take each subject area of the grade 10 FCAT a total of three times without earning a passing score. The requirements of this paragraph shall not apply to a new student who enters the Florida public school system in grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirement.

(c) The State Board of Education may define by rule the allowable uses, other than to satisfy the high school graduation requirement, for concordant scores as described in this subsection. Such uses may include, but need not be limited to, achieving appropriate standardized test scores required for the awarding of Florida Bright Futures Scholarships and college placement.

(10)**REPORTS.** The Department of Education shall annually provide a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the following:

(a) Longitudinal performance of students in mathematics and reading.

(b) Longitudinal performance of students by grade level in mathematics and reading.

(c) Longitudinal performance regarding efforts to close the achievement gap.

(d) Longitudinal performance of students on the norm-referenced component of the FCAT.

(e) Other student performance data based on national norm-referenced and criterion-referenced tests, when available, and numbers of students who after 8th grade enroll in adult education rather than other secondary

education.

(11)RULES.The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section.

History

s. 368, ch. 2002-387; s. 7, ch. 2003-8; s. 2, ch. 2003-413; s. 49, ch. 2004-41; s. 3, ch. 2004-42; s. 5, ch. 2004-271; s. 40, ch. 2006-74; s. 174, ch. 2007-5.

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Statutes » Title 48 » Ch. 1008 » Sec. 1008.31**Florida's K-20 education performance accountability system; legislative intent; mission, goals, and systemwide measures; data quality improvements.**

(1) **LEGISLATIVE INTENT.** It is the intent of the Legislature that:

(a) The performance accountability system implemented to assess the effectiveness of Florida's seamless K-20 education delivery system provide answers to the following questions in relation to its mission and goals: 1. What is the public receiving in return for funds it invests in education? 2. How effectively is Florida's K-20 education system educating its students? 3. How effectively are the major delivery sectors promoting student achievement? 4. How are individual schools and postsecondary education institutions performing their responsibility to educate their students as measured by how students are performing and how much they are learning?

(b) The K-20 education performance accountability system be established as a single, unified accountability system with multiple components, including, but not limited to, measures of adequate yearly progress, individual student learning gains in public schools, school grades, and return on investment.

(c) The K-20 education performance accountability system comply with the accountability requirements of the "No Child Left Behind Act of 2001," Pub. L. No. 107-110.

(d) The State Board of Education and the Board of Governors of the State University System recommend to the Legislature systemwide performance standards; the Legislature establish systemwide performance measures and standards; and the systemwide measures and standards provide Floridians with information on what the public is receiving in return for the funds it invests in education and how well the K-20 system educates its students.

(e) 1. The State Board of Education establish performance measures and set performance standards for individual public schools and community colleges, with measures and standards based primarily on student achievement.

2. The Board of Governors of the State University System establish performance measures and set performance standards for individual state universities, including actual completion rates.

(2) **MISSION, GOALS, AND SYSTEMWIDE MEASURES.**

(a) The mission of Florida's K-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.

(b) The process for establishing state and sector-specific standards and measures must be: 1. Focused on student success. 2. Addressable through policy and program changes. 3. Efficient and of high quality. 4. Measurable over time. 5. Simple to explain and display to the public. 6. Aligned with other measures and other sectors to support a coordinated K-20 education system.

(c) The Department of Education shall maintain an accountability system that measures student progress toward the following goals: 1. Highest student achievement, as indicated by evidence of student learning gains at all levels. 2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education. 3. Skilled workforce and economic development, as measured by evidence of employment and earnings. 4. Quality efficient services, as measured by evidence of return on investment. 5. Other goals as identified by law or rule.

(3) **K-20 EDUCATION DATA QUALITY IMPROVEMENTS.** To provide data required to implement education performance accountability measures in state and federal law, the Commissioner of Education shall initiate and maintain strategies to improve data quality and timeliness. All data collected from state universities shall, as determined by the commissioner, be integrated into the K-20 data warehouse. The commissioner shall have unlimited access to such data solely for the purposes of conducting studies, reporting annual and longitudinal student outcomes, and improving college readiness and articulation. All public educational institutions shall provide data to the K-20 data warehouse in a format specified by the commissioner.

(a) School districts and public postsecondary educational institutions shall maintain information systems that will provide the State Board of Education, the Board of Governors of the State University System, and the Legislature with information and reports necessary to address the specifications of the accountability system. The level of comprehensiveness and quality shall be no less than that which was available as of June 30, 2001.

(b) The Commissioner of Education shall determine the standards for the required data, monitor data quality, and measure improvements. The commissioner shall report annually to the State Board of Education, the Board of Governors of the State University System, the President of the Senate, and the Speaker of the House of Representatives data quality indicators and ratings for all school districts and public postsecondary educational institutions.

(c) Before establishing any new reporting or data collection requirements, the Commissioner of Education shall utilize existing data being collected to reduce duplication and minimize paperwork.

(4) **RULES.** The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section relating to the K-20 data warehouse.

History

s. 375, ch. 2002-387; s. 1, ch. 2003-80; s. 13, ch. 2005-56; s. 44, ch. 2006-74.

Appendix B

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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MEMORANDUM

TO: District Superintendents

FROM: Cheri Pierson Yecke, PhD

DATE: August 3, 2007

SUBJECT: UPDATE ON SECONDARY REFORM AND THE MAJOR AREAS OF INTEREST

Contact Information

Lillian Finn
(850) 245-0509
Lillian.Finn@fldoe.org
K-12: 2007-129

The purpose of this memorandum is to provide school districts with updates and changes relative to Secondary Reform and the Major Areas of Interest (MAI).

With the signing of Florida Senate Bill 2092, in 2007, the following changes relative to Secondary Reform occurred:

- The one credit in fine arts needed for high school graduation now reads "*one credit in fine or performing arts, which may include speech and debate.*" [Section 1003.428 (2)(a)5., Florida Statutes (F.S.)]
- New language concerning grade forgiveness was added, as follows:
Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C,"

CHERI PIERSON YECKE
Chancellor
K-12 Public Schools

Update on Secondary Reform and the Major Areas of Interest

August 3, 2007

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"D," or "F" or the equivalent of a grade of "C," "D," or "F." In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (Section 1003.428(4)(d), F.S.)

- The language concerning credit recovery is **now stricken from statute**. The stricken language reads "~~Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.~~" (Section 1003.428(3), F.S.)

The following is an update and reminder for the Major Areas of Interest:

- On August 6, 2007, the Web-based submission site for Major Areas of Interest at <http://fldoe.org/APlusPlus/> will be made available for all districts for the submission of new MAIs or to update existing MAIs. The site will close on October 1, 2007, to permit the MAI committee to review the MAIs and course submissions and provide recommendations to the Commissioner. The Commissioner will respond within 60 days (by December 1, 2007) to approve or deny new MAI and course proposals. Upon approval, courses will be included on the state approved list which will be posted to the Department of Education (DOE) Web site beginning in January 2008. The tentative timeline for districts to update their course availability is scheduled for January 1, 2008, through the third week of February 2008. Students will likewise be able to update their Electronic Personal Education Planner (ePEP) annually and can then include the new course(s).
- Of the eight elective credits required for graduation, students must complete four credits in an MAI but do not have to be enrolled in an MAI every semester. Students may change their designated MAI annually and are not required to complete four credits in the same MAI in order to graduate; i.e., four MAI credits may be completed in several different areas. However, those students completing four credits in a single MAI will earn the distinction of graduating with a "Major Area of Interest," with recognition at the time of graduation.
- Remember that all MAIs must include course credit that totals at least **four credits**.
- Social Studies: There are 21 statewide majors that include specifically-named Social Studies courses required for high school graduation (American History,

American Government, Economics, and World History); and three of the 21 MAIs do not currently include enough Social Studies courses beyond the required core to meet the four required credits for an MAI. We are currently revising these MAIs to correct this situation.

- **Dual Enrollment Courses:** Some of the approved MAIs contain dual enrollment courses that are very limited or not relevant. There are also 256 MAIs that do not include any dual enrollment credits. Over the next several weeks, we will modify the online data entry system to include all dual enrollment courses that complement the MAIs. The online system will match a district to the local service provider/community college, allowing the college to propose available lower-level courses, Postsecondary Adult Vocational (PSAV) courses, and postsecondary courses related to the MAIs offered at local high schools. For 2007-2008 school year, districts and school counselors should approve appropriate dual enrollment courses on a case-by-case basis for eligible ninth grade students. However, plans are in place to have this system modification in place to allow dual enrollment course availability for the 2008-2009 school year.
- **Only 62 high schools selected MAI #6111-AA Degree.** This appears to limit student opportunities to participate in dual enrollment courses. This may be due, in part, to the title of this MAI. Because MAIs only include four credits of a student's 24 required credits, the student is not expected to earn an Associate's Degree upon completion of this MAI, but is expected to earn four high school credits through successful completion of dual enrollment courses. We are currently considering a title clarification for this MAI and will be automatically adding MAI #6111-AA Degree to every school's major offerings.
- **Additional information regarding the recording of earned MAI credits on student transcripts will be released this fall.**
- **Remember, when students select a high school Major Area of Interest they are not selecting a college major or making a life-long commitment to a specific occupation. Selecting a high school Major Area of Interest is an opportunity for students to choose electives that truly interest them, providing a meaningful connection to coursework and time spent in school.**

For assistance using the Web-based system or on the implementation of these requirements, please contact Lillian Finn, Director of Secondary Reform, at (850) 245-0509 or via e-mail at Lillian.Finn@fldoe.org.

CPY/lfk

It's a Major Opportunity!

A "major" in high school?

Everyone takes the basic classes you need to graduate, right? What about the classes you want to take? Florida ninth graders starting high school in 2007-2008 now have the power to pick a "major area of interest." Your "major" is made up of four elective classes. These can be classes offered at your school, and/or through dual enrollment, online/virtual education classes, and certain internships and work experience. The possibilities are endless.

What types of courses make up a "major?"

Across Florida, there are more than 400 "majors" available to high school students, although not all may be offered at your school or within your school district. For your "major," you'll need to take four elective courses that are on top of the 16 courses required to graduate. These classes can be:

- General academic courses (math, literature, science, foreign language, social studies, etc.)
 - Career and technical courses (electronics, landscaping, auto mechanics, culinary arts, etc.)
 - Fine Arts courses (theatre, dance, painting, etc.)
 - A combination of courses that are related to one topic of interest (communications, engineering, etc.)
- Experience such as internships, academic team competitions, and work experience outside of school may count toward your "major," too!

What does a "major" do for me?

Most importantly, a "major" gives you the chance to explore subjects you're interested in or focus in on something you really love. It can be something you might want to do later in life for a career, a skill you'd like to learn or just something you want to know more about. A "major" gives you the opportunity to:

- Earn additional credit toward college, technical school or a beginning certification in an occupation
- Receive credit and recognition for accomplishments outside the normal school day, like supervised activities that are related to the "major" you're enrolled in
- Make your high school experience more relevant
- Increase the value of elective classes and your high school diploma
- Earn a special designation on your high school diploma

So, how do I pick a "major?"

Each school is different and may have different processes for enrolling in a "major." Check with your high school (or high school you plan to attend). Your guidance counselor, or someone in the guidance office, will be a great resource. If you're in eighth grade, ask your middle school, too. Visit Florida's online student advising system, www.FACTS.org, to see which majors your high school is offering. Just click and pick your school for the list of "majors" and courses that are part of the major. This won't formally enroll or register you in classes, but gives you an idea what's out there.

What if...?

Q: What if I don't know what I want to do with the rest of my life yet?

A: A high school "major" isn't the same thing as a college major. And, it's not a commitment to a lifelong decision. You're not picking your future career or your college major, and you're certainly not stuck with your "major" for the rest of your life. Consider it a time to investigate what you like, or think you'll like.

Q: What if I don't complete a "major?" Can I still graduate?

A: Absolutely, you will still be able to graduate. You need to be enrolled in a "major," but do not need to complete one to graduate. Also, you can change your "major" without any penalty.

Q: What if my school doesn't offer the "major" I'm interested in?

A: Choices might be limited because of teacher or course availability at your school. Check out options available through virtual education or through dual enrollment at a local community college. Also, let your teachers and principal know what classes you're interested in, so they can decide if it is possible to add that course for the next year.

Q: What if I transfer to another school that doesn't offer the same "majors" as my previous school?

A: If you transfer to a school that doesn't offer the same majors or classes, you can see if the courses you need are available through virtual education or dual enrollment. You may also change your major at this time, without penalty, and you'll still get credit for the courses you already took.

**YOUR
Classes**

**YOUR
Passions**

**YOUR
choices**

Florida's High School Graduation Requirements

The formula for graduation is simple: 16 + 4 + 4 = your diploma. Remember, it takes the successful completion of a combination of required and elective courses to graduate. You'll need:

16 = required courses

+

4 = elective courses in your "major"

+

4 = additional elective credits (you can choose another "major" or just different classes you find interesting)

—

24 = your Florida high school diploma and ticket to your future!

It's a
Major

Opportunity!



Florida Department of Education
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Wednesday, January 30, 2008

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Approved Majors and Associated Courses

- [A++ Implementation Home](#)
- [List All Major Titles](#)
- [All Majors and Courses in Excel](#)
- [All Majors and Programs in Excel](#)
- [View District and School Major Areas of Interest and Courses](#)

All Approved Majors

View Courses & Programs	ID	Major Title	Type	Originated
view	6111	AA Degree	All	AA
view	4000	Academy of Communications and Arts in Performance	All	proposed approved
view	4001	Academy of Communications and Multi-Media Technology	All	proposed approved
view	4002	Academy of Entrepreneurship	ESE	proposed approved
view	4003	Academy of Fashion Marketing	ESE	proposed approved
view	4007	Academy of International Law and Criminal Justice	All	proposed approved
view	4009	Academy of Law	All	proposed approved
view	4010	Academy of Manufacturing	All	proposed approved
view	4011	Academy of Mass Media	All	proposed approved
view	4012	Academy of Sports Science and Emergency Services	All	proposed approved
view	4013	Accounting & Finance	All	proposed approved
view	4014	Accounting & Finance Operations	All	proposed approved

view	4018 Advanced Placement Major	All	proposed approved
view	4019 Advanced Placement Scholars	All	proposed approved
view	4020 Aerospace and Aviation Integrated	All	proposed approved
view	6045 AGRI - Agricultural Machinery Mechanics	All	GSV
view	6047 AGRI - Agricultural Machinery Operations	All	GSV
view	6121 AGRI - Animal Science and Services	All	GSV
view	6057 AGRI - Crop and Plant Technology	All	GSV
view	6041 AGRI - Diversified Agricultural Mechanics	All	GSV
view	6067 AGRI - Environmental Resources	All	GSV
view	6071 AGRI - Forestry	All	GSV
view	6081 AGRI - Horticulture Science and Services	All	GSV
view	6074 AGRI - Landscape Operations	All	GSV
view	6065 AGRI - Natural Resources	All	GSV
view	6077 AGRI - Sports and Recreational Turf Operations	All	GSV
view	6069 AGRI - Veterinary Assisting	All	GSV
view	4021 Agricultural Related Integrated	All	proposed approved
view	8100 Agriscience and Natural Resources Education	All	CCD
view	4022 Agritechnology	All	proposed approved
view	6113 AICE	All	AICE
view	4023 Allied Health/Nursing Assistant	All	proposed approved
view	4024 American Studies	All	proposed approved
view	6006 Animal Caretaker	ESE	integrated
view	6116 Animation and Gaming	All	integrated
view	4025 AP Science	All	proposed approved
view	4026 Applied Welding Technologies	ESE	proposed approved
view	4027 Architecture and Construction Integrated	All	proposed approved
view	4028 Art - Ceramics	All	proposed approved
view	4029 Art and Theatre	All	proposed approved
view	0199 Arts - Visual Arts	All	CCD
view	0113 Arts - Visual Arts - Architectural and Interior Design	All	CCD
view	0101 Arts - Visual Arts - Art Comprehensive	All	CCD
view	0100 Arts - Visual Arts - Art History/Criticism	All	CCD
view	0103 Arts - Visual Arts - Digital Arts	All	CCD

view	0104 Arts - Visual Arts - Drawing and Painting	All	CCD
view	0107 Arts - Visual Arts - Multimedia	All	CCD
view	0108 Arts - Visual Arts - Photography	All	CCD
view	0109 Arts - Visual Arts - Portfolio	All	CCD
view	0114 Arts - Visual Arts - Research/Studio/Theory	All	CCD
view	0111 Arts - Visual Arts - Sculpture	All	CCD
view	6001 Assistant Automotive Detailing Specialist	ESE	integrated
view	6000 Assistant Landscape Technician	ESE	integrated
view	4030 Athletic Trainer	All	proposed approved
view	4031 Auto Services Assistant	ESE	proposed approved
view	4032 Automotive Collision Repair/Refinishing	ESE	proposed approved
view	4033 Automotive Service Technology	ESE	proposed approved
view	4034 Automotive Technology Integrated	All	proposed approved
view	4035 Aviation Airframe and Powerplant Mechanic	All	proposed approved
view	4036 Basic Communications	All	proposed approved
view	4037 Behavioral Science	All	proposed approved
view	4038 Biotechnology	All	proposed approved
view	4039 Broadcast Communication	All	proposed approved
view	4040 Building Construction Technology	ESE	proposed approved
view	6087 BUS ED - Academy of Information Technology	All	GSV
view	6099 BUS ED - Academy of International Business	All	GSV
view	6085 BUS ED - Accounting Operations	All	GSV
view	6097 BUS ED - Administrative Assistant	All	GSV
view	6086 BUS ED - Business Computer Programming	All	GSV
view	6098 BUS ED - Business Supervision and Management	All	GSV
view	6083 BUS ED - Court Reporting	All	GSV
view	6100 BUS ED - Customer Assistance Technology	All	GSV
view	6094 BUS ED - Digital Design	All	GSV
view	6130 BUS ED - Electronic Business Enterprise	All	GSV
view	6084 BUS ED - Electronic Business Enterprise	All	GSV
view	6095 BUS ED - Legal Administrative Specialist	All	GSV
view	6096 BUS ED - Medical Administrative Specialist	All	GSV
view	6131 BUS ED - Multimedia Design Technology	All	GSV
view	6093 BUS ED - Network Support Services	All	GSV

view	6090 BUS ED - Network Systems Administration	All	GSV
view	6089 BUS ED - New Media Technology	All	GSV
view	6088 BUS ED - PC Support Services	All	GSV
view	6092 BUS ED - Voice Writing	All	GSV
view	6091 BUS ED - Web Design Services	All	GSV
view	4041 Business and Finance	All	proposed approved
view	4042 Business and Information Technology	All	proposed approved
view	4043 Business and International Business Integrated	All	proposed approved
view	4044 Business Publishing	All	proposed approved
view	4045 Business Supervision and Management	ESE	proposed approved
view	4046 Business Technology	All	proposed approved
view	8200 Business Technology Education	All	CCD
view	4047 Cabinetmaking	ESE	proposed approved
view	4048 Career/Business Technology	All	proposed approved
view	4049 Carpenter's Assistant	ESE	proposed approved
view	4050 Carpentry	ESE	proposed approved
view	4052 Child and Family Services	ESE	proposed approved
view	4053 Child Care	All	proposed approved
view	6005 Child Care Support Personnel	ESE	integrated
view	4054 Child Care Support Personnel Trainee	ESE	proposed approved
view	4055 Child/Day Care Support Assistant	ESE	proposed approved
view	4056 Coach Training	All	proposed approved
view	4057 College Preparatory/Humanities Concentration	All	proposed approved
view	4058 College Preparatory/Mathematics Concentration	All	proposed approved
view	4059 College Preparatory/Science Concentration	All	proposed approved
view	4060 College Studies	All	proposed approved
view	4061 Collegiate Studies (Magnet)	All	proposed approved

view	4062 COMM General Communications	All	proposed approved
view	4063 COMM Publications Technology	All	proposed approved
view	4064 Commercial Art Technology	ESE	proposed approved
view	4065 Commercial Foods Assistant	ESE	proposed approved
view	4066 Communication Technology	All	proposed approved
view	4067 Community Based Vocational Education	ESE	proposed approved
view	6118 Community Skills	ESE	integrated
view	4068 Computer and Communications Technology	All	proposed approved
view	0299 Computer Education	All	CCD
view	4069 Computer Education (Magnet)	All	proposed approved
view	0200 Computer Education - Applications	All	CCD
view	0201 Computer Education - Programming	All	CCD
view	4070 Computer Graphics and Design	All	proposed approved
view	4071 Computer System Analyst	All	proposed approved
view	4073 Construction Assistant	ESE	proposed approved
view	4074 Cooperative Pre-Apprenticeship	All	proposed approved
view	4075 Cosmetology/Nail (Service) Specialty	ESE	proposed approved
view	4076 Criminal Justice and Law Studies	All	proposed approved
view	4077 Culinary Arts Integrated	All	proposed approved
view	4078 Culinary Journalism	All	proposed approved
view	4079 Custodial Assistant	ESE	proposed approved
view	4080 Customer Assistance Technology	ESE	proposed approved
view	4242 Customer Assistance Technology New	All	proposed approved
view	0300 Dance	All	CCD
view	4081 Dance (Magnet)	All	proposed approved
view	4082 Dance Performance	All	proposed approved

view	4083 Debate and Public Speaking	All	proposed approved
view	4085 Design Services/Fashion Clerk/Interior Design Assi	All	proposed approved
view	4086 Design Services/Interior Design Specialist	All	proposed approved
view	4087 Digital Arts	All	proposed approved
view	4089 Digital Design 2	ESE	proposed approved
view	4090 Digital Imaging	All	proposed approved
view	4091 Digital Media and Broadcast Communication	All	proposed approved
view	4092 Digital Media-Computer Programming	All	proposed approved
view	4093 Digital Media-Web Design	All	proposed approved
view	6110 DIV - Diversified Career Technology	All	GSV
view	4094 Diversified Career Technology	All	proposed approved
view	6119 Domestic and Community Living Skills	ESE	integrated
view	0400 Drama - Theatre Arts	All	CCD
view	4096 Drama - Theatre Arts (Magnet)	All	proposed approved
view	4097 Early Child Care	All	proposed approved
view	4099 Early Childhood Educational Services	All	proposed approved
view	4100 Education Integrated	All	proposed approved
view	4101 Educational Studies	All	proposed approved
view	4102 Electricity	ESE	proposed approved
view	4103 Employability Skills	All	proposed approved
view	4104 Engineering Integrated	All	proposed approved
view	4105 English and Journalism	All	proposed approved
view	4106 English Education	All	proposed approved
view	4107 Entertainment Marketing and Multimedia	All	proposed approved
view	4108 Entrepreneurship Integrated	All	proposed approved
			proposed

view	4109 Environmental Management	All	approved
view	4110 Environmental Science	All	proposed approved
view	4111 Environmental Studies	All	proposed approved
view	4112 Exercise Physiology	All	proposed approved
view	6109 FAM CON - Culinary Operations	All	GSV
view	6106 FAM CON - Early Childhood Education	All	GSV
view	6107 FAM CON - Fashion Design Services	All	GSV
view	6108 FAM CON - Interior Design Services	All	GSV
view	6105 FAM CON - Secondary School Age Certification Train	All	GSV
view	8500 Family and Consumer Sciences Education	All	CCD
view	4113 Family and Consumer Sciences Integrated	All	proposed approved
view	4114 Family, Home and Consumer Science (ESE)	ESE	proposed approved
view	6115 Fashion Design	All	integrated
view	4115 Fashion Design Services	ESE	proposed approved
view	4116 Finance	All	proposed approved
view	4117 Fine Arts	All	proposed approved
view	4118 First Responder	All	proposed approved
view	6003 Florist Assistant	ESE	integrated
view	4119 Food and Nutrition Counseling	All	proposed approved
view	4120 Food Service Assistant	ESE	proposed approved
view	0799 Foreign languages	All	CCD
view	0711 Foreign languages - Chinese	All	CCD
view	0715 Foreign languages - Foreign language Courses for Magnet Programs	All	CCD
view	0714 Foreign languages - Foreign language Humanities for International Studies	All	CCD
view	0701 Foreign languages - French	All	CCD
view	0702 Foreign languages - German	All	CCD
view	0703 Foreign languages - Greek	All	CCD
view	0700 Foreign languages - Haitian Creole	All	CCD
view	0704 Foreign languages - Hebrew	All	CCD
view	0705 Foreign languages - Italian	All	CCD
view	0712 Foreign languages - Japanese	All	CCD
view	0706 Foreign languages - Latin	All	CCD
view	0713 Foreign languages - Portuguese	All	CCD

view	0707 Foreign languages - Russian	All	CCD
view	0708 Foreign languages - Spanish	All	CCD
view	0709 Foreign languages - Spanish for Spanish Speakers	All	CCD
view	4121 Forensics	All	proposed approved
view	4122 General Business/Office Assistant	ESE	proposed approved
view	4123 General College Prep	All	proposed approved
view	4124 General Education - Advanced Academics	All	proposed approved
view	4125 Global Business Academy for Hospitality	All	proposed approved
view	4126 Global Leadership	All	proposed approved
view	4127 Global Studies	All	proposed approved
view	4129 Global Technologies	All	proposed approved
view	4130 Governmental Relations	All	proposed approved
view	4131 Graphics & Printing	All	proposed approved
view	6101 HEAL - Dental Laboratory Assisting	All	GSV
view	6102 HEAL - Medical Laboratory Assisting	All	GSV
view	6104 HEAL - Practical Nursing	All	GSV
view	6103 HEAL - Vision Care Assisting	All	GSV
view	0800 Health	All	CCD
view	4132 Health & Physiology	All	proposed approved
view	4133 Health & Science	All	proposed approved
view	4134 Health and Safety	All	proposed approved
view	4135 Health Care	All	proposed approved
view	4136 Health Occupations	All	proposed approved
view	4137 Health Occupations (Magnet)	All	proposed approved
view	4138 Health Professional	All	proposed approved
view	4139 Health Promotion for Fitness	All	proposed approved
view	8400 Health Science Education	All	CCD
view	4140 Heavy Duty Truck and Bus Mechanics	ESE	proposed approved

view	4141 Horticulture Science and Services	ESE	proposed approved
view	4142 Hospitality and Tourism Assistant	ESE	proposed approved
view	4143 Hospitality Integrated	All	proposed approved
view	4144 Hospitality Support Personnel	ESE	proposed approved
view	4145 Hotel-Lodging Management	All	proposed approved
view	4146 Housekeeping/Custodial	ESE	proposed approved
view	0900 Humanities	All	CCD
view	4147 Humanities 2	All	proposed approved
view	4148 Humanities/College Prep	All	proposed approved
view	4149 Humanities/Music	All	proposed approved
view	6112 IB	All	IB
view	6030 INDUST Computer Systems Technology	All	GSV
view	6126 INDUST - 3D Animation	All	GSV
view	6122 INDUST - Academy of Journalism	All	GSV
view	6123 INDUST - Academy of Public Works	All	GSV
view	6125 INDUST - Aviation Maintenance Technology	All	GSV
view	6124 INDUST - Jewelry Making and Repair	All	GSV
view	6051 INDUST Air Conditioning, Refrigeration and Heating	All	GSV
view	6011 INDUST Aircraft Powerplant Mechanics	All	GSV
view	6012 INDUST Aircraft/Aviation Airframe Mechanics	All	GSV
view	6013 INDUST Applied Welding Technologies	All	GSV
view	6014 INDUST Architectural Drafting	All	GSV
view	6015 INDUST Automotive Collision Repair and Refining	All	GSV
view	6016 INDUST Automotive Service Technology	All	GSV
view	6017 INDUST Automotive Upholstery and Trim	All	GSV
view	6018 INDUST Barbering	All	GSV
view	6019 INDUST Boat and Yacht Repair/Refinishing Technolog	All	GSV
view	6020 INDUST Boatbuilding-Wood and Fabricated	All	GSV
view	6021 INDUST Brick and Block Masonry	All	GSV
view	6022 INDUST Building Construction Technologies	All	GSV
view	6023 INDUST Cabinetmaking	All	GSV
view	6024 INDUST Carpentry	All	GSV
view	6025 INDUST Commercial Art Technology	All	GSV
view	6026 INDUST Commercial Business Machine Maintenance	All	GSV
view	6027 INDUST Commercial Fishing	All	GSV
view	6028 INDUST Commercial Foods and Culinary Arts	All	GSV

view	6029 INDUST Commercial Photography Technology	All	GSV
view	6031 INDUST Concrete Masonry	All	GSV
view	6032 INDUST Consumer Electronic Product Servicing	All	GSV
view	6033 INDUST Cosmetology	All	GSV
view	6034 INDUST Drafting Technologies	All	GSV
view	6035 INDUST Electrical Drafting	All	GSV
view	6036 INDUST Electricity	All	GSV
view	6037 INDUST Electronic Drafting	All	GSV
view	6038 INDUST Electronic Technology	All	GSV
view	6039 INDUST Engineering Assisting	All	GSV
view	6040 INDUST Film Production Equipment Operations	All	GSV
view	6042 INDUST Fire Sprinkler System Technology	All	GSV
view	6043 INDUST Gasoline Engine Service Technology	All	GSV
view	6044 INDUST Heavy Duty Truck and Bus Mechanics	All	GSV
view	6046 INDUST Industrial Electricity	All	GSV
view	6048 INDUST Industrial Machinery Maintenance	All	GSV
view	6049 INDUST Machining	All	GSV
view	6050 INDUST Major Appliance and Refrigeration Repair	All	GSV
view	6052 INDUST Marine Service Technology	All	GSV
view	6053 INDUST Mechanical Drafting	All	GSV
view	6054 INDUST Millwright	All	GSV
view	6055 INDUST Motorcycle Service Technology	All	GSV
view	6056 INDUST Painting and Decorating	All	GSV
view	6058 INDUST Plumbing Technology	All	GSV
view	6059 INDUST Precision Metal Fabrication	All	GSV
view	6060 INDUST Printing and Graphic Communications	All	GSV
view	6061 INDUST Sheet Metal Fabrication Technology	All	GSV
view	6062 INDUST Structural Drafting	All	GSV
view	6063 INDUST Telecommunications Technology	All	GSV
view	6064 INDUST Television Production	All	GSV
view	6066 INDUST Upholstery and Furniture Refinishing	All	GSV
view	4150 Industrial and Technology Education	All	proposed approved
view	8700 Industrial Education	All	CCD
view	4151 Information Technology Integrated	All	proposed approved
view	4152 Integrated Academic Focus	All	proposed approved
view	4004 Integrated Academy of Finance	All	proposed approved
view	4005 Integrated Academy of Information Technology	All	proposed approved
view	4006 Integrated Academy of International Business	All	proposed approved

view	4008 Integrated Academy of Journalism	All	proposed approved
view	4015 Integrated Accounting Operations	All	proposed approved
view	4016 Integrated Administrative Assistant	All	proposed approved
view	4017 Integrated Administrative Assistant 2	All	proposed approved
view	4051 Integrated Carpentry/Cabinet Making	All	proposed approved
view	4072 Integrated Computer Systems Technology	All	proposed approved
view	4084 Integrated Dental Aide	All	proposed approved
view	4088 Integrated Digital Design	All	proposed approved
view	4095 Integrated Drafting	All	proposed approved
view	4098 Integrated Early Childhood Education DE Brevard	All	proposed approved
view	4153 Integrated Fine Arts	All	proposed approved
view	4154 Integrated Health Science-Related	All	proposed approved
view	4155 Integrated Humanities	All	proposed approved
view	4156 Integrated Language Arts	All	proposed approved
view	4157 Integrated Language Arts and Media	All	proposed approved
view	4174 Integrated Marketing	All	proposed approved
view	4179 Integrated Materials & Processes Technology	All	proposed approved
view	4183 Integrated Medical Administrative Assistant	All	proposed approved
view	4158 Integrated Performing Fine Arts	All	proposed approved
view	4243 Integrated Reading Applications New	All	proposed approved
view	4226 Integrated Teacher Assisting	All	proposed approved
view	4159 Interior Design Services	ESE	proposed approved
view	4160 International Business 1	All	proposed approved
view	4161 International Business 2	All	proposed approved

view	4162 International Studies	All	proposed approved
view	4163 Journalism Academy	All	proposed approved
view	4164 Landscape Architecture	All	proposed approved
view	4165 Landscape Operations	ESE	proposed approved
view	1099 Language Arts	All	CCD
view	1001 Language Arts - English	All	CCD
view	1005 Language Arts - Literature	All	CCD
view	1010 Language Arts - Manual Communications	All	CCD
view	1006 Language Arts - Media	All	CCD
view	1007 Language Arts - Oral Communication	All	CCD
view	1008 Language Arts - Reading	All	CCD
view	1009 Language Arts - Writing	All	CCD
view	4166 Leadership	All	proposed approved
view	4167 Liberal Arts	All	proposed approved
view	4168 Liberal Arts 2	All	proposed approved
view	4169 Liberal Arts 3	All	proposed approved
view	1100 Library Media	All	CCD
view	4170 Lineman	All	proposed approved
view	4171 Literature	All	proposed approved
view	4172 Literature & Writing	All	proposed approved
view	4173 Maintenance Technician	ESE	proposed approved
view	4175 Marketing 2	ESE	proposed approved
view	4176 Marketing Assistant	ESE	proposed approved
view	8800 Marketing Education	All	CCD
view	4177 Marketing/Advertising	All	proposed approved
view	4178 Masonry Assistant	ESE	proposed approved
view	1200 Mathematics	All	CCD
view	4244 Media/Library Assistant New	ESE	proposed approved
view	4180 Media/Library Assistant	ESE	proposed approved

view	4181 Medical Academy	All	proposed approved
view	4182 Medical Academy	All	proposed approved
view	4184 Medical/Health Services Support Personnel	ESE	proposed approved
view	6120 MKTG - Sport, Recreation, and Entertainment (Academy)	All	GSV
view	6068 MKTG Academy of Finance	All	GSV
view	6070 MKTG Academy of Hospitality and Tourism	All	GSV
view	6072 MKTG Academy of International Marketing	All	GSV
view	6073 MKTG Customer Service Representative	All	GSV
view	6075 MKTG Floral Design and Marketing	All	GSV
view	6076 MKTG Lodging Operations	All	GSV
view	6078 MKTG Marketing, Merchandising, and Parts Operation	All	GSV
view	4185 Multi-cultural Studies	All	proposed approved
view	4186 Multi-Media	All	proposed approved
view	4187 Multimedia	All	proposed approved
view	4188 Multimedia & Information Technology	All	proposed approved
view	1399 Music	All	CCD
view	1300 Music - Advanced Music	All	CCD
view	1303 Music - Choral Music	All	CCD
view	1305 Music - Eurhythmics	All	CCD
view	1301 Music - General Music	All	CCD
view	4189 Music - Instrumental (Magnet)	All	proposed approved
view	1302 Music - Instrumental Music	All	CCD
view	4190 Music - Vocal (Magnet)	All	proposed approved
view	4191 Music Education	All	proposed approved
view	4192 Music Theory & Appreciation	All	proposed approved
view	4193 Music-Orchestra	All	proposed approved
view	4194 Musical Theatre	All	proposed approved
view	4195 New Media Technology	All	proposed approved
view	6004 Office Support Personnel	ESE	integrated
view	4196 Office Support Personnel Assistant	All	proposed approved
view	4197 Office Support Personnel Assistant	ESE	proposed

			approved
view	4198 Oral Communication	All	proposed approved
view	4199 Orchestra (Magnet)	All	proposed approved
view	6008 Patient Care Assistant	ESE	integrated
view	4200 Peer Counseling	All	proposed approved
view	4201 Performing and Visual Arts (ESE)	ESE	proposed approved
view	4202 Photography	All	proposed approved
view	1599 Physical Education	All	CCD
view	1500 Physical Education - Adaptive	All	CCD
view	1501 Physical Education - Fitness	All	CCD
view	1502 Physical Education - Individual and Dual	All	CCD
view	1503 Physical Education - Team	All	CCD
view	4203 Physical Education and Recreation	All	proposed approved
view	4204 Piano (Magnet)	All	proposed approved
view	4205 Pool Maintenance Assistant	ESE	proposed approved
view	4206 Pre Medical	All	proposed approved
view	4207 Pre-Engineering	All	proposed approved
view	4208 Pre-Medicine	All	proposed approved
view	4209 Pressman Assistant	ESE	proposed approved
view	6127 PUB SRV - Criminal Justice Operations	All	GSV
view	6128 PUB SRV - Fire Fighter II	All	GSV
view	6129 PUB SRV - Teacher Assisting	All	GSV
view	6079 PUB SRV Civil Engineering Aide	All	GSV
view	6080 PUB SRV Land Resources Technology	All	GSV
view	6082 PUB SRV Water Resources Technology	All	GSV
view	4210 Public Communication/Public Performance	All	proposed approved
view	4211 Public Relations and Marketing	All	proposed approved
view	8900 Public Service Education	All	CCD
view	4212 Public Services-Govt/Justice	All	proposed approved
view	4213 Publishing	All	proposed approved

view	4214 Reading Applications	All	proposed approved
view	6002 Recreation Assistant	ESE	integrated
view	4215 Retail Trade Assistant	ESE	proposed approved
view	1899 ROTC and Leadership Training	All	CCD
view	1800 ROTC and Leadership Training - Air Force JR ROTC	All	CCD
view	1801 ROTC and Leadership Training - Army JR ROTC	All	CCD
view	1804 ROTC and Leadership Training - Coast Guard	All	CCD
view	1803 ROTC and Leadership Training - Marine Corps JR ROTC	All	CCD
view	1802 ROTC and Leadership Training - Navy JR ROTC	All	CCD
view	4216 Safety and healthy Lifestyles	All	proposed approved
view	6009 Salon Services Assistant	ESE	integrated
view	2099 Science	All	CCD
view	2000 Science - Biological Sciences	All	CCD
view	2001 Science - Environmental Science	All	CCD
view	4245 Science - Marine and Oceanographic New	All	proposed approved
view	2003 Science - Physical Sciences	All	CCD
view	4217 Science and Health Services	All	proposed approved
view	4218 Science Education	All	proposed approved
view	4246 SET Academy New	All	proposed approved
view	4219 Social Science	All	proposed approved
view	2199 Social Studies	All	CCD
view	2100 Social Studies - American and Western Hemispheric Histories	All	CCD
view	2101 Social Studies - Anthropology	All	CCD
view	2102 Social Studies - Economics	All	CCD
view	2103 Social Studies - Geography	All	CCD
view	2104 Social Studies - Interdisciplinary and Applied Social Studies	All	CCD
view	2105 Social Studies - Philosophy and Religion	All	CCD
view	2106 Social Studies - Political Science	All	CCD
view	2107 Social Studies - Psychology	All	CCD
view	2109 Social Studies - World and Eastern Hemispheric Histories	All	CCD
view	4220 Sports & Entertainment Marketing	All	proposed approved
view	4221 Sports Management and Marketing	All	proposed approved
view	4222 Sports Medicine	All	proposed approved

view	4224 Sports/Recreational Turf Operations	ESE	proposed approved
view	4225 STEM Modified -- Science, Technology, Engineering,	All	proposed approved
view	4227 Teacher Assisting 2	All	proposed approved
view	4228 Teacher Preparation	All	proposed approved
view	6007 Teacher/Classroom Assistant	ESE	integrated
view	6010 TEC ED Technology Systems	All	GSV
view	6132 TECH ED - Engineering Technology	All	GSV
view	6133 TECH ED - Technology Studies	All	GSV
view	4229 Technical and Engineering Major	All	proposed approved
view	8600 Technology Education	All	CCD
view	4230 Technology Studies	All	proposed approved
view	4231 Television Production	All	proposed approved
view	4232 Theatre Arts	All	proposed approved
view	4233 Three Dimensional Art	All	proposed approved
view	4234 Transportation Technology Assistant	ESE	proposed approved
view	4235 Veterinary Assisting	ESE	proposed approved
view	4236 Visual and Performing Arts	All	proposed approved
view	4247 Visual and Performing Arts New	ESE	proposed approved
view	4237 Visual and Performing Arts 2	ESE	proposed approved
view	4238 Web Design	ESE	proposed approved
view	6114 Web Design 2	All	integrated
view	4239 Workforce Readiness	ESE	proposed approved
view	4240 World Cultures	All	proposed approved
view	4241 Written Communication	All	proposed approved

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Appendix C

Career Academy National Standards of Practice

About the Career Academy National Standards of Practice

Developed by an informal consortium of career academy organizations, the Career Academy National Standards of Practice are framed around ten key elements of successful implementation, drawn from many years of research and experience from all parts of the country.

High school reform has to be centered in the community and responsive to its needs and the needs of its students. To help meet these needs, communities and school districts should offer a wide range of learning options for adolescents that are located both in the high school and in the wider community. Career academies are one of several models or initiatives that communities and school districts can make available to high school students. By bridging school and the world of work in a way that leads to academic achievement, career academies have been successful in engaging many students who would otherwise be indifferent to or possibly lost from school.

Career academies should be acknowledged and supported for their contribution to high school reform. They have blazed many trails in breaking up large high schools into smaller ones, creating personalized learning for young people, making learning relevant by using careers as a context for learning, and helping adolescents learn about future career opportunities and connect in meaningful ways with adults who want to see them succeed. As a reform initiative, career academies have proven their value. With ongoing improvement suggested by the National Standards of Practice, and widely known best practices, career academies are well positioned to lead and influence high school reform efforts and policy debates. Educators and policymakers should rely on the central elements of a career academy and use the National Standards of Practice as a guide to help develop effective high school reforms with positive outcomes for students.

The following organizations contributed to the development of the National Standards of Practice and support academy development through their respective models:

Career Academy Support Network (CASN)

National Academy Foundation (NAF)

National Career Academy Coalition (NCAC)

National Center for Education & the Economy (NCEE) America's Choice

Southern Regional Education Board (SREB) High Schools That Work

Talent Development High Schools/Center for Research on Education of Students Placed at Risk (CRESPAR)

I. Defined Mission & Goals.

The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board, and others involved in

the academy. These include at least the following elements:

- a. To focus on college and career. A career academy's aim is to prepare students for college and careers. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.
- b. To raise student aspirations and commitment. An academy seeks to increase the level of students' motivation while in high school. The biggest limiting factor in many youths' future plans is not their ability but where they set their sights.
- c. To increase student achievement. An academy provides support to its students to increase their achievement in high school. This comes through close relationships with teachers and fellow students, rigorous and relevant curriculum, and exposure to career and educational options outside the high school.

II. Academy Structure.

A career academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community.

- a. Cross-grade articulation. The academy incorporates at least two grade levels, ending in the senior year, with articulation in its teacher team, curriculum, and instruction across grade levels.
- b. Student selection. Entry to the academy is voluntary. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy. Parents participate in this process and approve of their son's or daughter's choice. Academy enrollment reflects the general high school population.
- c. Cohort scheduling. Academy classes are limited to academy students, who take a series of classes together each year.
- d. Physical space. Where possible, academy classrooms are near each other in the high school building. The academy coordinator has access to communication outside the high school.
- e. Small size, supportive atmosphere. The academy maintains personalization through limited size, teacher teamwork, and a supportive atmosphere.

III. Host District and High School.

Career academies exist in a variety of district and high school contexts, which are important determinants of an academy's success.

- a. a. Support from the Board of Education and superintendent. The district Board of Education is aware of the academy and its mission and goals and is on public record in support. Likewise, the superintendent publicly endorses the academy and offers active support. Both serve as academy liaisons to the broader community.
- b. b. Support from the principal and high school administration. The high school

principal and other administrators are knowledgeable of the academy, publicly advocate for it, and are actively involved in its funding, staffing, and support. They contribute to a positive academy profile within the high school.

- c. Adequate funding, facilities, equipment, and materials. District and high school administrative support results in adequate academy funding, facilities, equipment, and learning materials. These reflect a serious commitment from the district and high school to the success of the academy.

IV. Faculty & Staff.

Appropriate teacher selection, leadership, credentialing, and cooperation are critical to an academy's success.

- a. Teacher leader(s)/coordinator(s). One teacher (sometimes two) agrees to take the lead, serving as the academy coordinator(s). This includes attending advisory board meetings, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Release time and/or a stipend is provided for this role.
- b. Teachers are credentialed in their field, volunteers in the academy, and committed to its mission and goals. Since a career academy's success rests on good teaching and good teamwork among a cross-disciplinary group of teachers, they must be well-qualified and willingly involved in this role. They understand and support the philosophy and purpose of the academy, work together as a team, teach a majority of their classes in the academy, and cooperatively share the duties of operating an academy.
- c. Counselors, non-academy teachers, and classified staff are supportive. Non-academy staff is also important to its operation. Counselors understand the need for cohort scheduling and provide this for academy students. Non-academy teachers understand the value of the academy and help in recruiting students for it and providing departmental support. Classified staff helps support the academy facilities, equipment, and learning materials.

V. Professional Development.

Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.

- a. Common planning time. Academy teachers are provided regular common planning time within the regular high school schedule for purposes of program coordination, curricular integration, and resolution of student problems.
- b. Teacher professional development. Academy teachers are provided with training in the academy structure, curricular integration, student support, and employer involvement where necessary by experts from outside the high school.
- c. Employee & parent orientation. Employee volunteers are adequately prepared for

their roles as speakers, field trip hosts, mentors, and internship supervisors. Parents are adequately prepared for their involvement (if any) as classroom aides, field trip chaperones, and social event organizers.

VI. Governance & Leadership.

The academy has a governing structure that incorporates the views of all stakeholders.

- a. Advisory board with broad representation. The advisory board has members from the district and high school administration, academy teaching staff, supporting employers, and institutions of higher education. It may also include community representatives and academy parents and students. The board incorporates viewpoints from all members.
- b. Regular meetings. Meetings of the board are held at least quarterly, with defined agendas and outcomes. The board helps to set policies for the academy. It also serves as a center of resource development.
- c. A healthy partnership. Both through the advisory board and other interactions, there is evidence of a partnership between the academy/high school and its host community.
- d. A student voice. Students have avenues through which they can provide input to the academy policies and practices.

VII. Curriculum & Instruction.

The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme.

- a. Meets external standards. The academic curriculum is framed around state or national standards and the career curriculum around industry and SCANS standards.
- b. Learning is rigorous and meets college entrance requirements. Coursework reaches high levels of English and math, generally four years of each, in addition to substantial coursework in science and social studies. Graduates are qualified to attend four-year colleges and are encouraged to do so.
- c. Curriculum is sequenced, integrated, and relevant. Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/ theme class each year. Curriculum is integrated among the academic classes and between these and the career classes. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology, and includes authentic project-based learning.
- d. Post-graduate planning. Students have access to career and college information, are provided counseling in these respects, and develop a written post-graduate plan by the end of their junior year.
- e. Dual credit options. The academy has articulation agreements with local two- and

four-year colleges, offers dual credit courses and/or college credit for upper classmen, and articulates its upper-level curriculum with relevant college programs.

VIII. Employer, Higher Education, & Community Involvement.

A career academy links high school to its host community and involves members of the employer, higher education, and civic community in certain aspects of its operation.

- a. Career theme fits the local economy. The academy career field is selected to fit with the community industries and employer base to allow for adequate involvement of volunteer employees in certain of its activities.
- b. Community involvement. Representatives of employers, higher education, and the community help to guide the academy's curriculum and provide speakers, field trip sites, job-shadowing opportunities, mentors, student internships, community service opportunities, college tours, and teacher externships.
- c. Incorporates citizenship. The academy fosters a culture of respect for others and encourages student contributions as citizens.
- d. Work-/community-based service learning. The academy offers work- and/or community-based service learning opportunities for all interested students—either through paid internships or community service.

IX. Student Assessment.

Improvements in student performance are central to an academy's mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity.

- a. a. Student data are collected. These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.
- b. b. Multiple academic measures are included. Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college-going rates).
- c. c. Technical learning is assessed. Measures include knowledge of the field's terminology, technical concepts, and ability to apply English, math, and other academic skills to authentic real-world projects. Where appropriate, industry certification is incorporated.
- d. d. Accurate reporting. Analyses of these data are reported accurately and fairly, regardless of the results.
- e. e. Evidence of impact. These measures show whether, and how much, the academy improves student performance.

X. Cycle of Improvement.

No new academy functions perfectly. Even well-established and operated academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

- a. Academy implementation is examined. Program leaders regularly assess the academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.
- b. Academy refinements are planned. These reviews lead to plans to address any problems. Such plans include timetables and benchmarks for improvement.
- c. Changes reflect the academy's mission and goals. The refinements refer back to the academy's underlying mission.

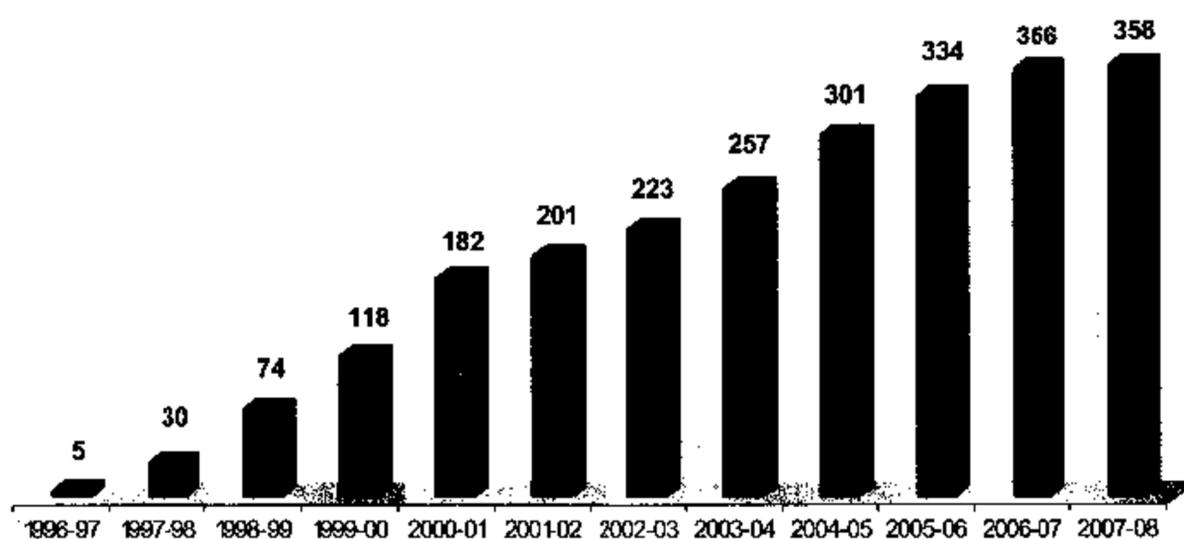
Appendix D

Charter School and Student Data

GRADE K – 12 STUDENT ENROLLMENT	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">2007 – 2008</td><td>104,319 Students</td></tr> <tr><td>2006 – 2007</td><td>98,755 Students</td></tr> <tr><td>2005 – 2006</td><td>92,214 Students</td></tr> <tr><td>2004 – 2005</td><td>82,531 Students</td></tr> <tr><td>2003 – 2004</td><td>67,512 Students</td></tr> <tr><td>2002 – 2003</td><td>53,016 Students</td></tr> <tr><td>2001 – 2002</td><td>40,465 Students</td></tr> <tr><td>2000 – 2001</td><td>25,989 Students</td></tr> <tr><td>1999 – 2000</td><td>16,120 Students</td></tr> </table>	2007 – 2008	104,319 Students	2006 – 2007	98,755 Students	2005 – 2006	92,214 Students	2004 – 2005	82,531 Students	2003 – 2004	67,512 Students	2002 – 2003	53,016 Students	2001 – 2002	40,465 Students	2000 – 2001	25,989 Students	1999 – 2000	16,120 Students
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2007 – 2008 STUDENT DEMOGRAPHICS	Race/Ethnicity: White, Non Hispanic: 40% Black, Non Hispanic: 23% Hispanic: 31% Asian/Pacific Islander: 2% American Indian/Alaskan Native: <1% Multiracial: 4%																		
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Gender: Female: 50% Male: 50% </td> <td style="width: 50%; vertical-align: top;"> Lunch Program: Free/Reduced Lunch 35% Not Eligible 65% </td> </tr> </table>	Gender: Female: 50% Male: 50%	Lunch Program: Free/Reduced Lunch 35% Not Eligible 65%																
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NUMBER OF CHARTER SCHOOLS	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">2007 – 2008</td><td>358 Schools</td></tr> <tr><td>2006 – 2007</td><td>356 Schools</td></tr> <tr><td>2005 – 2006</td><td>334 Schools</td></tr> <tr><td>2004 – 2005</td><td>301 Schools</td></tr> <tr><td>2003 – 2004</td><td>257 Schools</td></tr> <tr><td>2002 – 2003</td><td>223 Schools</td></tr> <tr><td>2001 – 2002</td><td>201 Schools</td></tr> <tr><td>2000 – 2001</td><td>182 Schools</td></tr> <tr><td>1999 – 2000</td><td>118 Schools</td></tr> </table> <p>New Charter Schools in 2007-2008: 23</p>	2007 – 2008	358 Schools	2006 – 2007	356 Schools	2005 – 2006	334 Schools	2004 – 2005	301 Schools	2003 – 2004	257 Schools	2002 – 2003	223 Schools	2001 – 2002	201 Schools	2000 – 2001	182 Schools	1999 – 2000	118 Schools
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SCHOOL ACCOUNTABILITY 2006-2007	Charter School Performance Grades: Total graded charter schools in 2007: 205 <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Grade</u></th> <th style="text-align: center;"><u>Number</u></th> <th style="text-align: center;"><u>Percent</u></th> </tr> </thead> <tbody> <tr><td style="text-align: center;">A</td><td style="text-align: center;">99</td><td style="text-align: center;">48%</td></tr> <tr><td style="text-align: center;">B</td><td style="text-align: center;">42</td><td style="text-align: center;">21%</td></tr> <tr><td style="text-align: center;">C</td><td style="text-align: center;">38</td><td style="text-align: center;">19%</td></tr> <tr><td style="text-align: center;">D</td><td style="text-align: center;">16</td><td style="text-align: center;">8%</td></tr> <tr><td style="text-align: center;">F</td><td style="text-align: center;">11</td><td style="text-align: center;">5%</td></tr> </tbody> </table> <p>Charter School AYP Status: Number of charter schools with AYP "Yes" status in 2007: 139 Number of charter schools with AYP "No" status in 2007: 166</p>	<u>Grade</u>	<u>Number</u>	<u>Percent</u>	A	99	48%	B	42	21%	C	38	19%	D	16	8%	F	11	5%
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STATUTORY REFERENCE	s. 1002.33, Florida Statutes s. 1002.335, Florida Statutes																		

Data Source: Survey 2 final data as of December 6, 2007. School grades current as of December 12, 2007. Percentages are rounded.

Number of Florida Charter Schools, 1996-97 to 2007-08



Florida Charter Schools by Level

School Year	Elementary	%	Middle	%	High	%	Combination	%	Total Schools
2006-07	103	28.93%	60	16.85%	70	19.66%	123	34.55%	356
2007-08	105	29.49%	66	18.54%	75	21.07%	112	31.46%	358

Florida Charter Approvals and New School Openings

School Year	# of New Schools Opened	# of Total Applications Received	Approved	Denied	Withdrawn	Deferred	Pending Board Approval	No Action
2004-05	46	128	56	45	27	0	0	0
2005-06	56	143	98	22	18	2	3	0
2006-07	43	122	66	29	16	5	0	6
2007-08	23	92	50	19	22	0	0	1

Percentage of Charter Schools Earning Performance Grade

YEAR	A	B	C	D	F
2002-03	42%	11%	18%	13%	16%
2003-04	38%	11%	24%	13%	14%
2004-05	36%	15%	22%	14%	12%
2005-06	50%	20%	21%	6%	3%
2006-07	48%	21%	19%	8%	5%

**Charter School AYP Performance 2007
Basic Information**

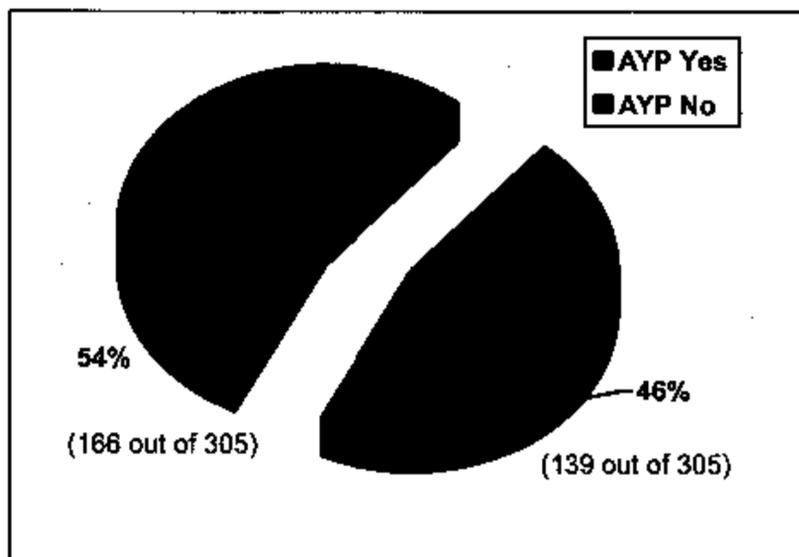
Number of Charter Schools with AYP "Yes" Status in 2007	139
Number of Charter Schools with AYP "No" Status in 2007	166
Number of Charter Schools without an AYP Status in 2007	58
Number of Charter Schools Assigned an "I" for AYP in 2007 (as of 12/07/07) *	1
Total Charter Schools In 2006-07 (from 2006-07 Master School ID file)	364

* "I" indicates that the school is under investigation for FCAT-related issues and has not been assigned a "Yes" or "No" AYP status because assessment results may change, pending the investigation's outcome.

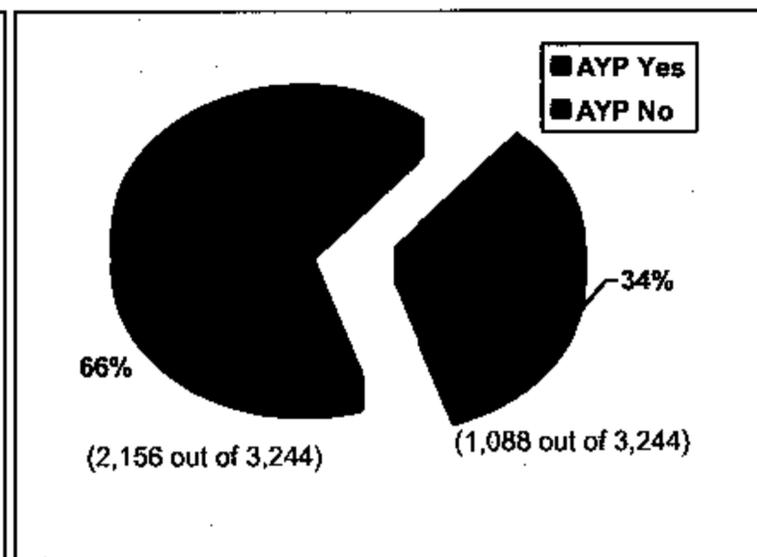
Percentage Comparisons

Number of Schools that Did, and Did Not, Make AYP in 2007
(based on schools rated Yes or No on AYP)

Charter Schools



All Public Schools



Charter School AYP Performance 2007

Percentage Comparisons

	Percentage of Schools Meeting All AYP Criteria*	Percentage of Schools Meeting 90% or More of AYP Criteria (i.e., at least 35 out of 39 Criteria)	Percentage of Schools Meeting at Least 80% of AYP Criteria (i.e., at least 32 out of 39 Criteria)
Florida Charter Schools	46% (139 out of 305)	75% (230 out of 305)	85% (260 out of 305)
All Florida Public Schools	34% (1,088 out of 2,156)	43% (1,400 out of 2,156)	56% (1,813 out of 2,156)

* Because all AYP criteria must be met for the school to make Adequate Yearly Progress, percentage of schools meeting all AYP criteria is the same as the number and percentage of schools making AYP.

Explanation for why some charter schools do not receive an AYP status:

Schools that do not have assessment data for more than 10 eligible students (students enrolled all year and eligible for testing) do not meet the minimum school-size requirement for an AYP status rating.

Many of these schools are pre-K centers. They may also include schools that serve special populations or highly transitory populations (e.g., specialized centers for students with disabilities; juvenile detention or alternative facilities), or they may serve adult or vocational populations in non-tested grades.

**FLORIDA DEPARTMENT OF EDUCATION
CURRENT CHARTER STUDENT DATA BY SCHOOL
SCHOOL YEAR 2007-08
SURVEY 2 FINAL DATA AS OF 12/6/07**

STATE RECORD

WHITE	BLACK	HISPANIC	ASIAN	AM IND	MULTIRACIAL	FEMALE	MALE	TOTAL
PRIMARY LANGUAGE OTHER THAN ENGLISH								
468	807	5144	154	6	94	3144	3329	6473
PRIMARY LANGUAGE OTHER THAN ENGLISH AND ENROLLED IN LEP CLASSES								
468	807	5144	154	6	94	3144	3329	6473
REDUCED LUNCH								
2398	1977	3897	121	18	303	4361	4353	8714
FREE LUNCH								
5481	10496	10150	252	85	951	14129	13286	27415
PROVISION 2								

MEMBERSHIP									
GRADE	WHITE	BLACK	HISPANIC	ASIAN	AM IND	MULTIRACIAL	FEMALE	MALE	TOTAL
PK	470	256	332	14	2	80	430	704	1134
KG	3707	1972	2789	217	53	428	4482	4664	9146
1	3708	1979	2840	215	44	439	4603	4622	9225
2	3736	1895	2880	194	53	397	4839	4516	9155
3	3548	1911	2678	154	41	377	4314	4395	8709
4	3455	1877	2474	159	48	368	4150	4039	8189
5	3421	1580	2456	155	47	312	4023	3948	7971
6	4111	1945	3187	179	14	333	4993	4776	9769
7	3719	1767	3063	165	21	314	4573	4476	9049
8	3453	1449	2680	122	20	207	4051	3880	7931
9	2298	1938	2111	79	26	186	3211	3427	6638
10	2205	1795	1928	88	13	146	3102	3061	6163
11	2308	1790	1845	83	14	123	3005	2958	5963
12	1923	1639	1545	80	15	75	2712	2585	5277
TOTALS	42072	23583	32588	1902	409	3765	52288	52031	104319

PRIMARY EXCEPTIONALITY										
EXCEPT	WHITE	BLACK	HISPANIC	ASIAN	AM IND	MULTIRACIAL	FEMALE	MALE	TOTAL	LEP
EMHA	153	276	56	2	2	5	216	278	494	11
TMH(B)	68	54	34	4	0	4	80	84	164	2
PT(E)	67	26	23	1	0	3	52	68	120	5
SIF	1233	276	385	31	10	78	697	1314	2011	82
LI(G)	451	425	378	25	2	59	506	834	1340	120
DH(H)	48	19	15	1	0	3	28	58	86	1
VII(I)	12	9	5	0	0	0	11	15	26	1
EBD(J)	258	230	70	2	3	27	150	440	590	6
SLDR(K)	2272	1174	1169	28	28	130	1617	3184	4801	202
GIF(L)	1831	251	1222	99	9	133	1786	1759	3545	11
H/H(M)	9	7	2	0	0	0	11	7	18	0
PMH(N)	24	14	27	1	0	2	24	44	68	8
DS(O)	0	0	0	0	0	0	0	0	0	0
ASD(P)	293	54	132	23	3	33	99	439	538	22
TBI(S)	4	2	2	0	0	0	5	3	8	0
DD(T)	235	126	175	6	0	28	171	397	568	49
EC(U)	2	1	1	0	0	0	2	2	4	0
OH(V)	481	212	191	9	2	33	295	633	928	19
NA	0	0	0	0	0	0	0	0	0	0
TOTALS:	7441	3156	3887	232	59	534	5750	9559	15309	539

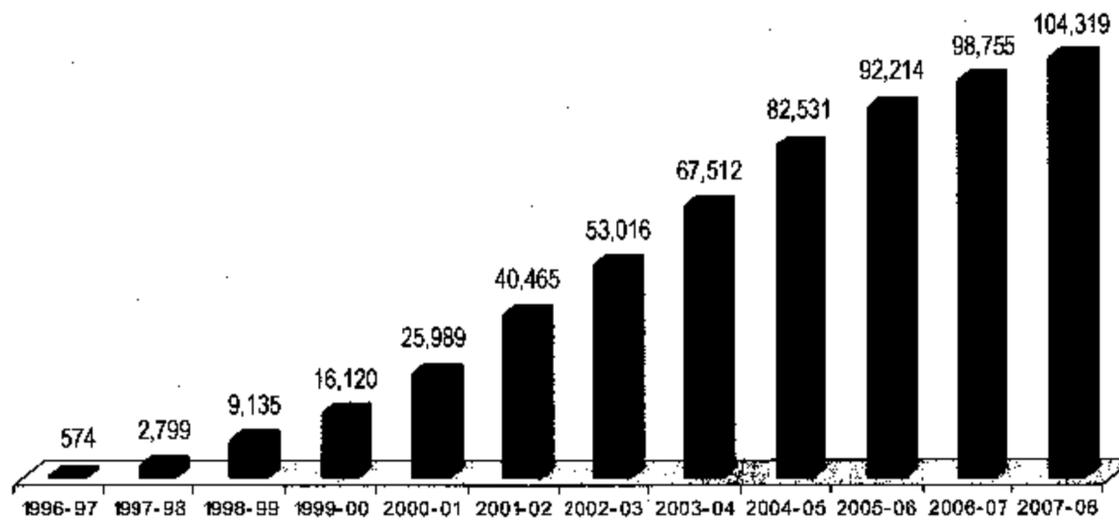
FEFP PROGRAM TOTALS:	250	111	112	113	254	255
	728	3671	6388	3443	703	376

2006-07 Charter School and Public School Graduation Rate

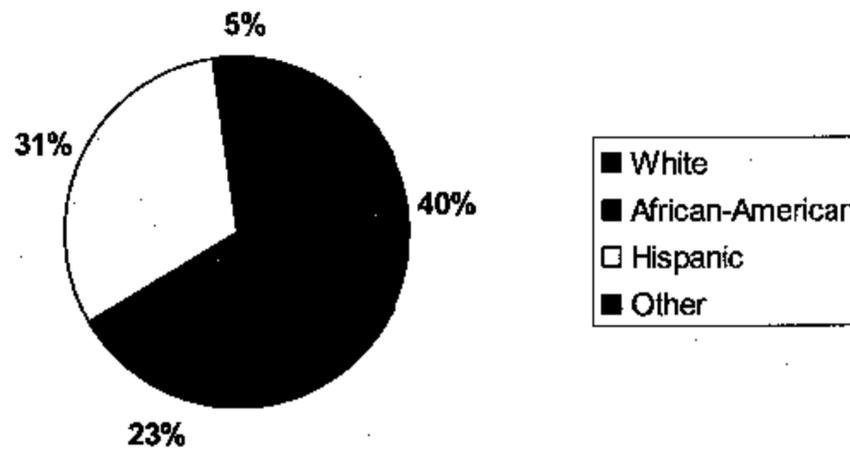
All Public Schools	72.4%
Charter Schools	58.6%*

Note: Rate includes 2006-2007 cohort data for charter schools.
Graduation Rate = Total Graduates/Total Adjusted Cohort

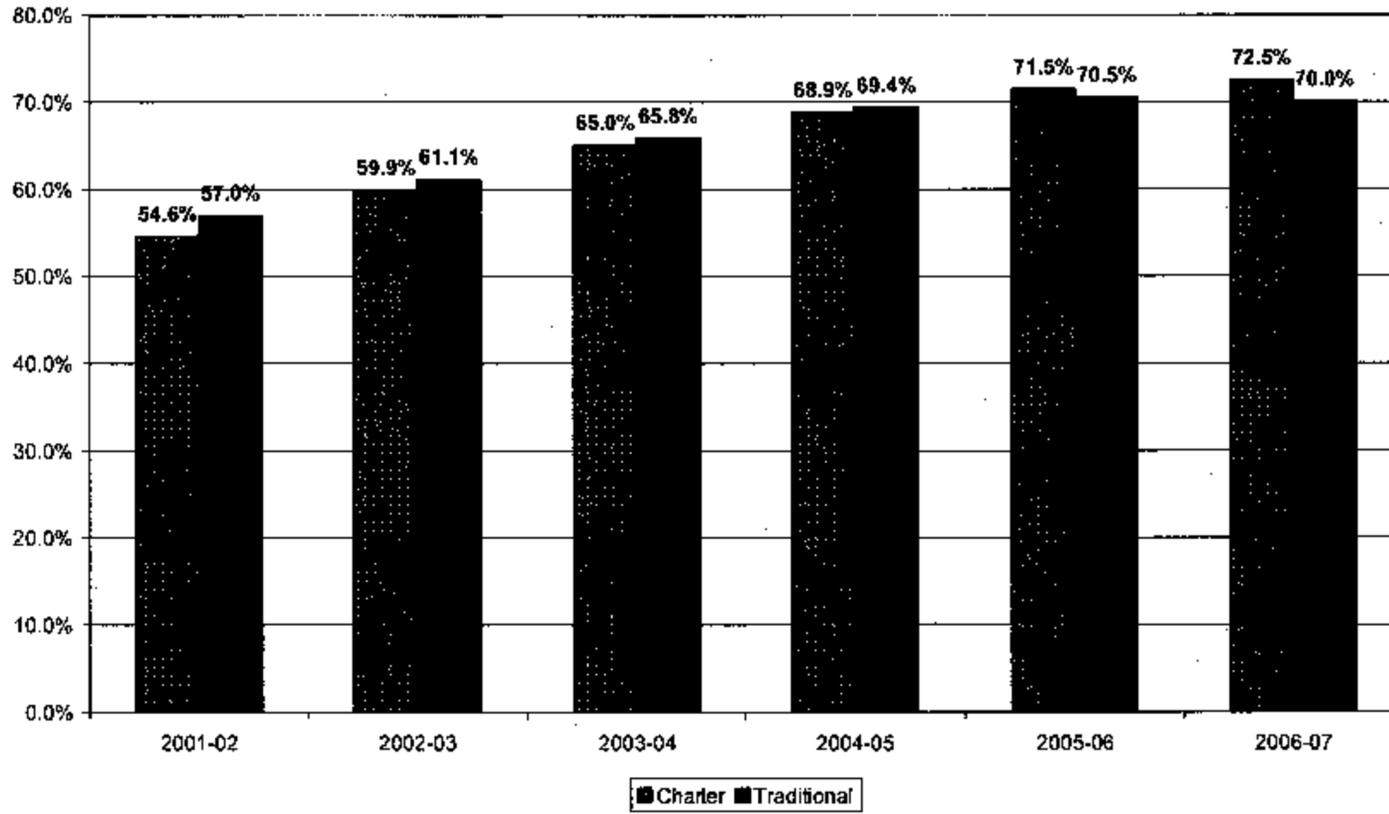
Florida Charter School K-12 Enrollments continue to Grow



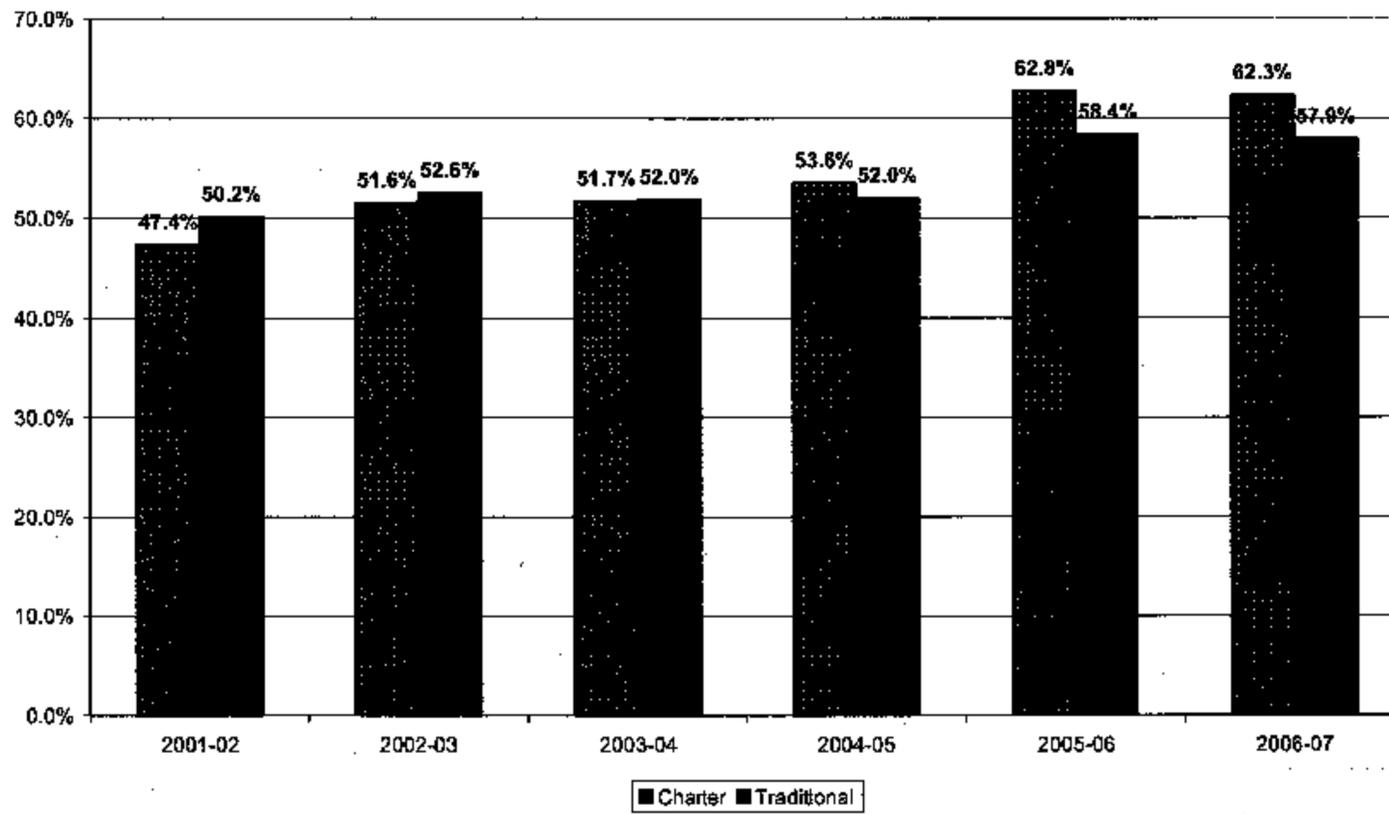
Race/Ethnicity of Charter School Students 2007-2008



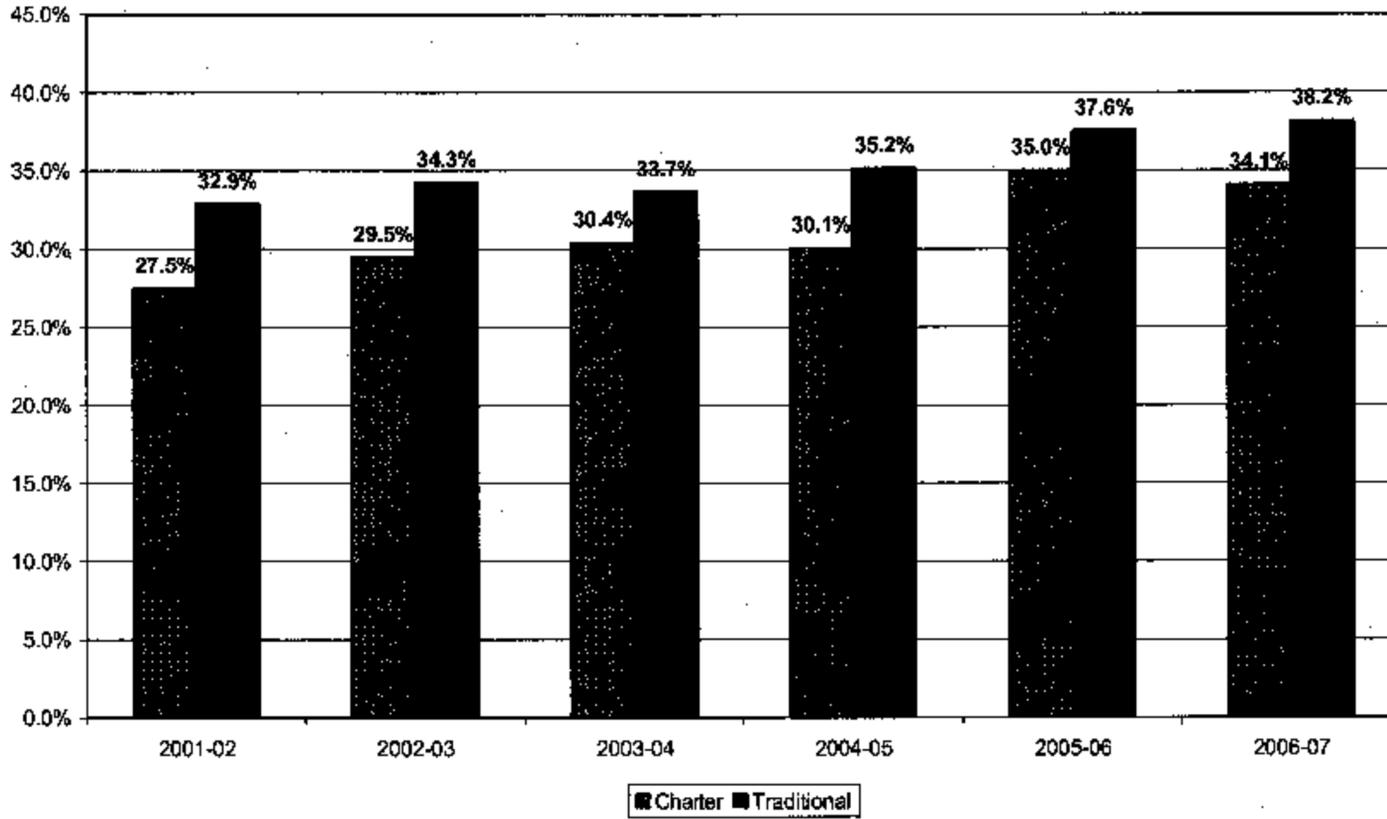
**Percent of Students Scoring a Level 3 or Above on FCAT Reading
Elementary School Grades 3, 4, and 5
Traditional Public Schools vs. Charter Schools, 2002 to 2007**



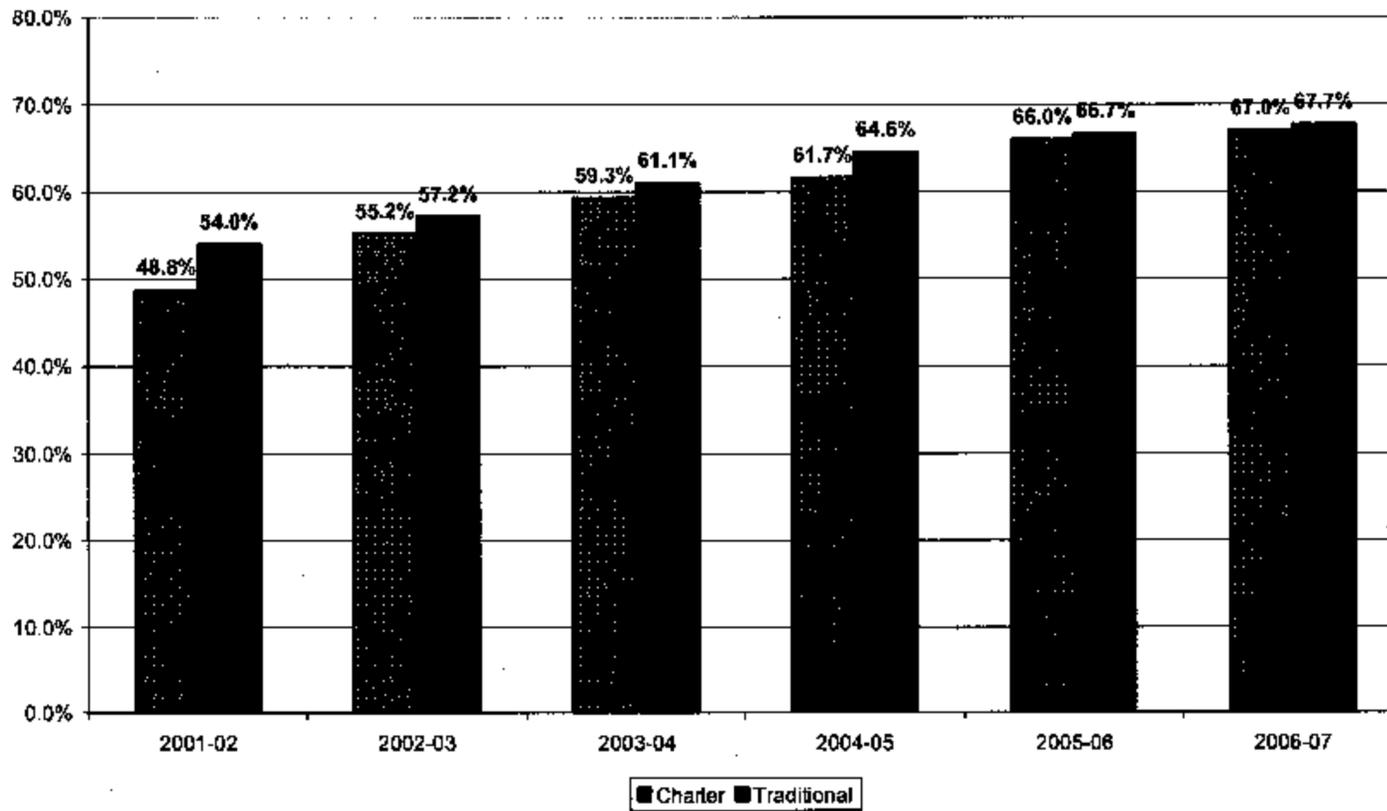
**Percent of Students Scoring a Level 3 or Above on FCAT Reading -
Middle School Grades 6, 7, and 8
Traditional Public Schools vs. Charter Schools, 2002 to 2007**



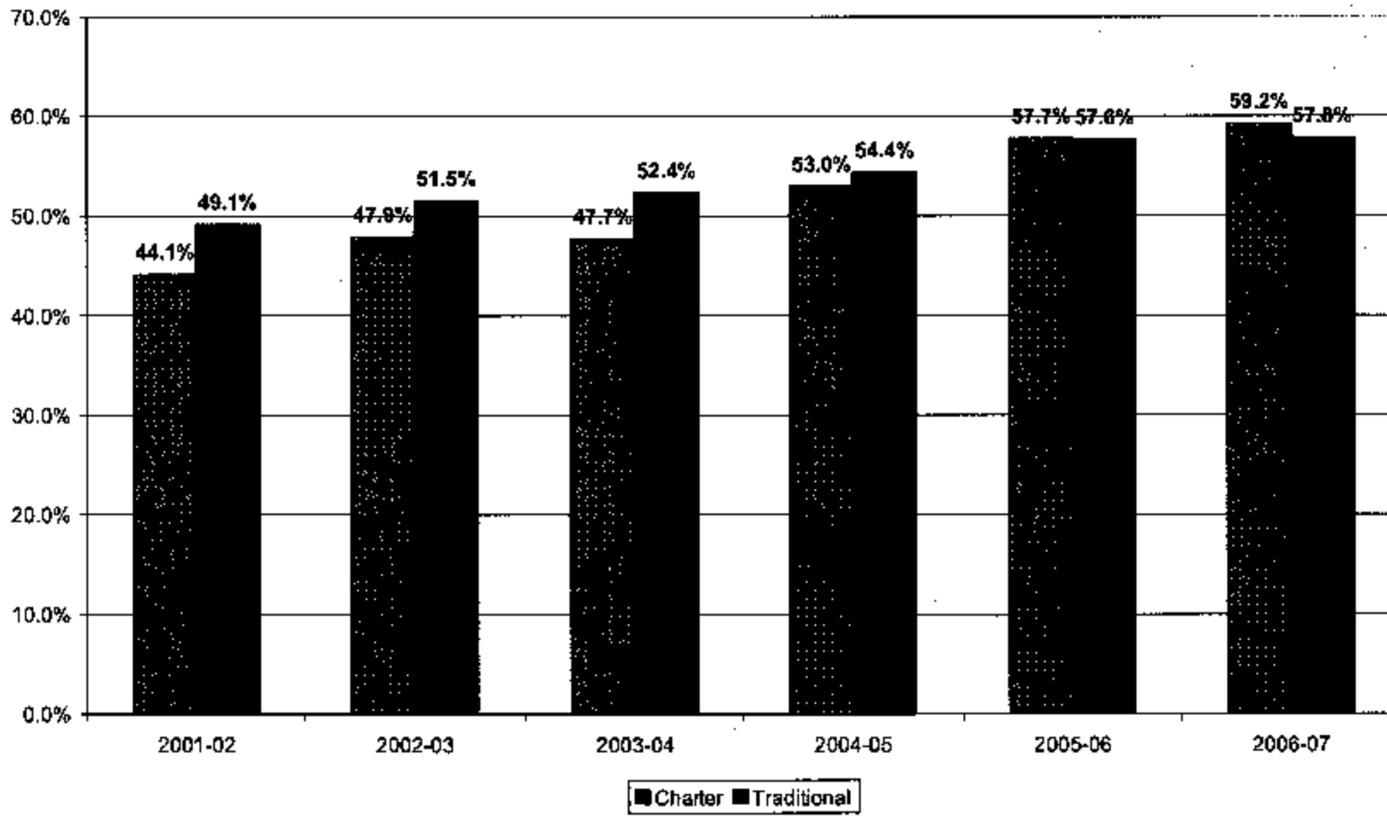
**Percent of Students Scoring a Level 3 or Above on FCAT Reading
High School Grades 9 and 10
Traditional Public Schools vs. Charter Schools, 2002 to 2007**



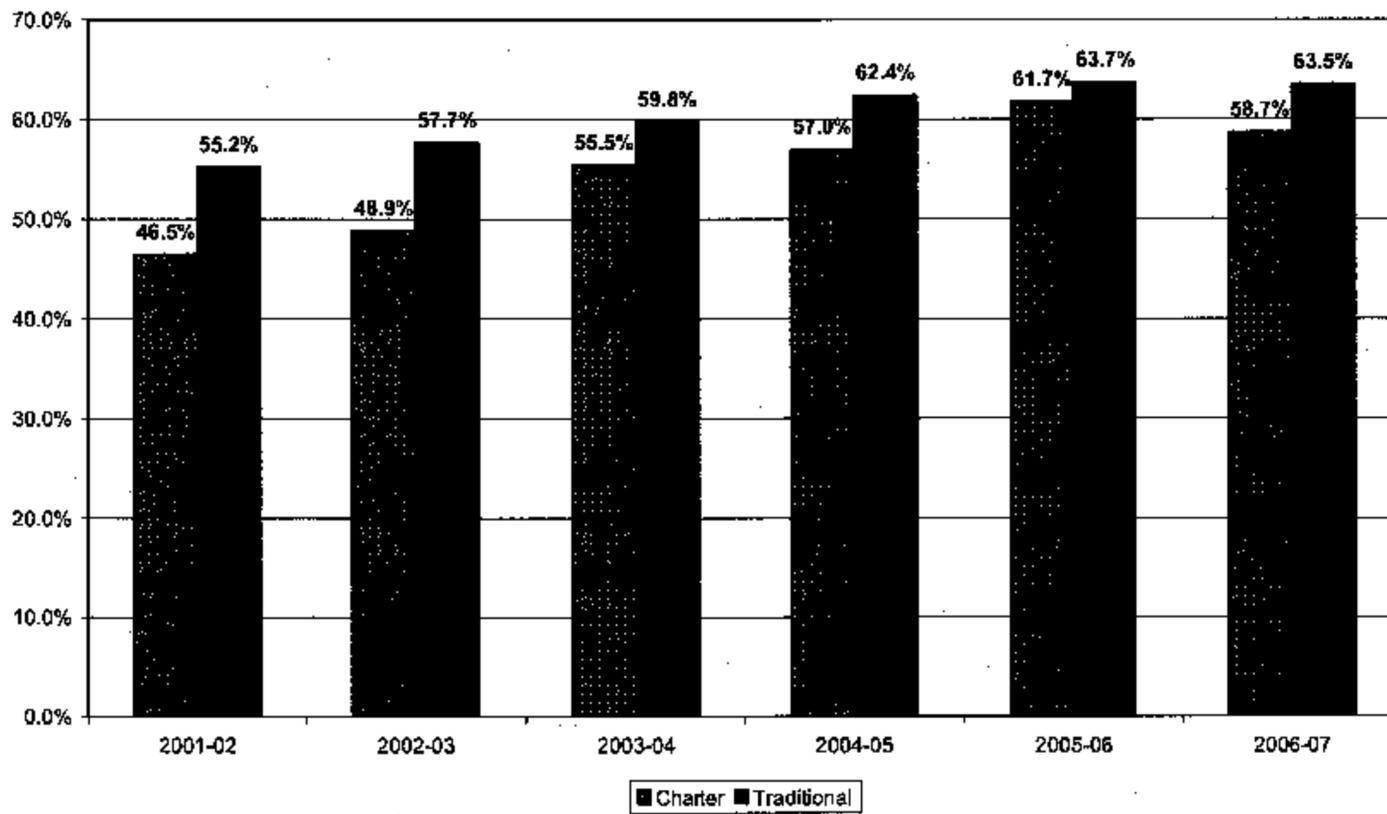
**Percent of Students Scoring a Level 3 or Above on FCAT Math
Elementary School Grades 3, 4, and 5
Traditional Public Schools vs. Charter Schools, 2002 to 2006**



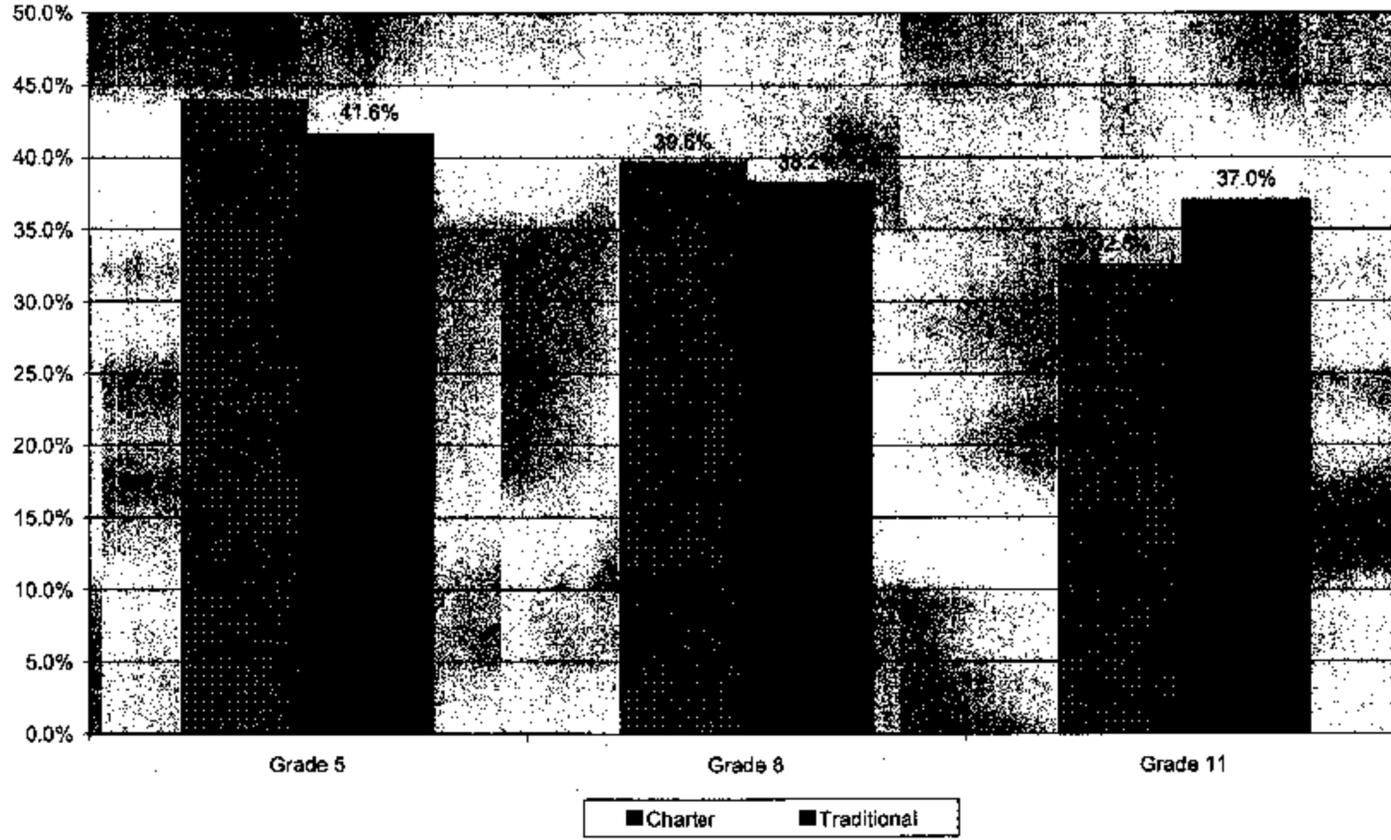
**Percent of Students Scoring a Level 3 or Above on FCAT Math
Middle School Grades 6, 7, and 8
Traditional Public Schools vs. Charter Schools, 2002 to 2006**



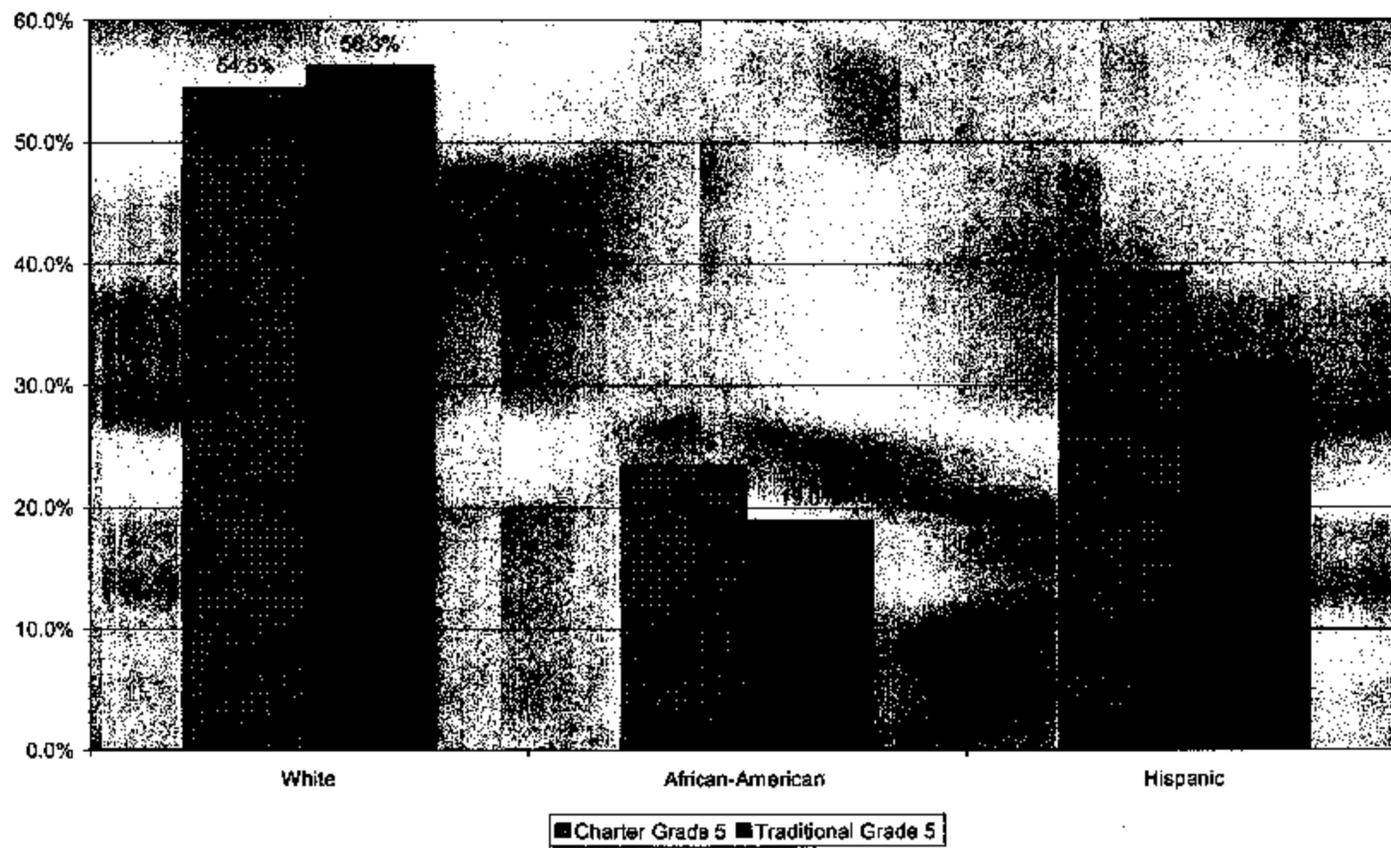
**Percent of Students Scoring a Level 3 or Above on FCAT Math
High School Grades 9 and 10
Traditional Public Schools vs. Charter Schools, 2002 to 2006**



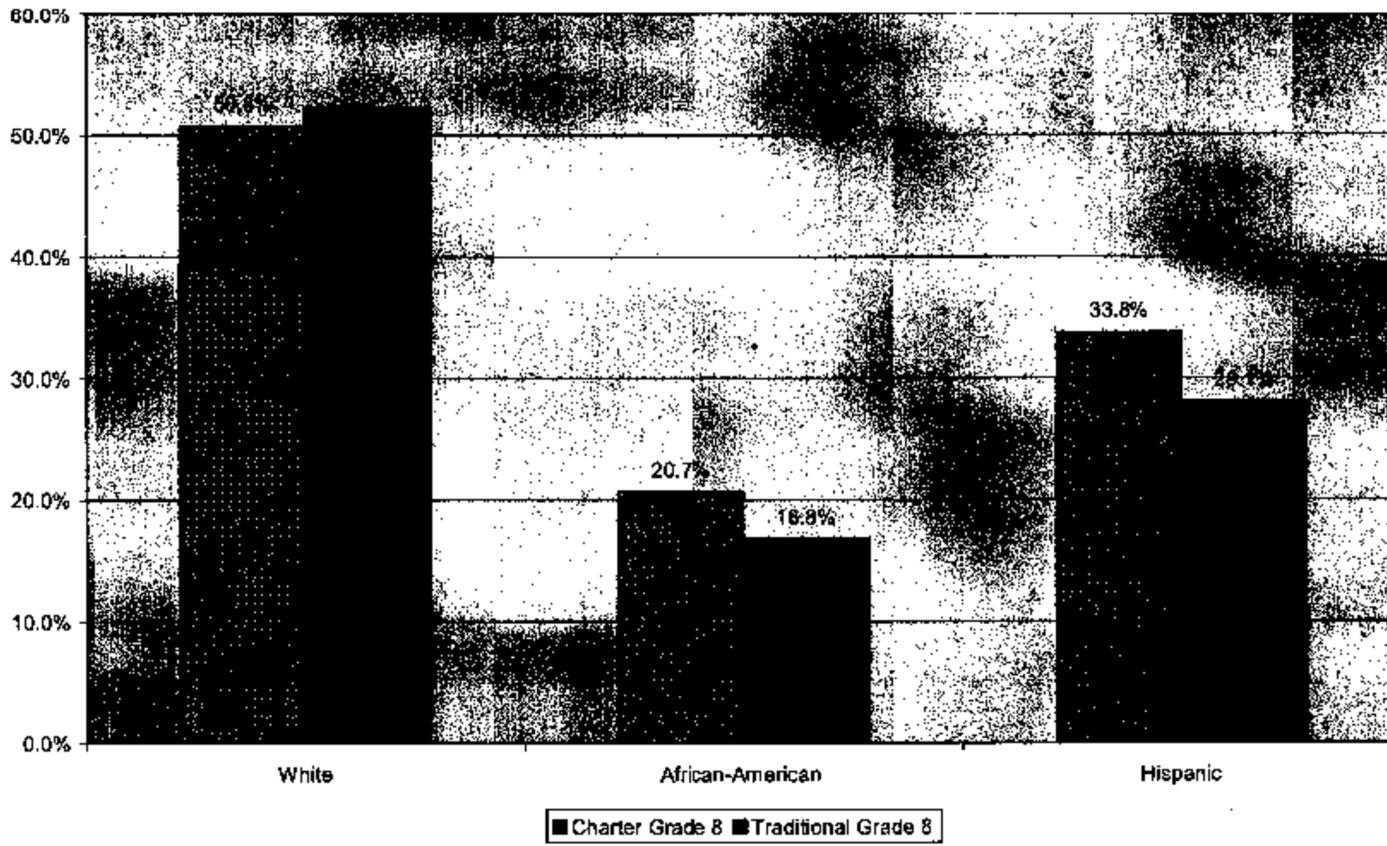
**Charter and Traditional Public Schools FCAT Science Achievement Level 3 and Above
Grades 5, 8, and 11**



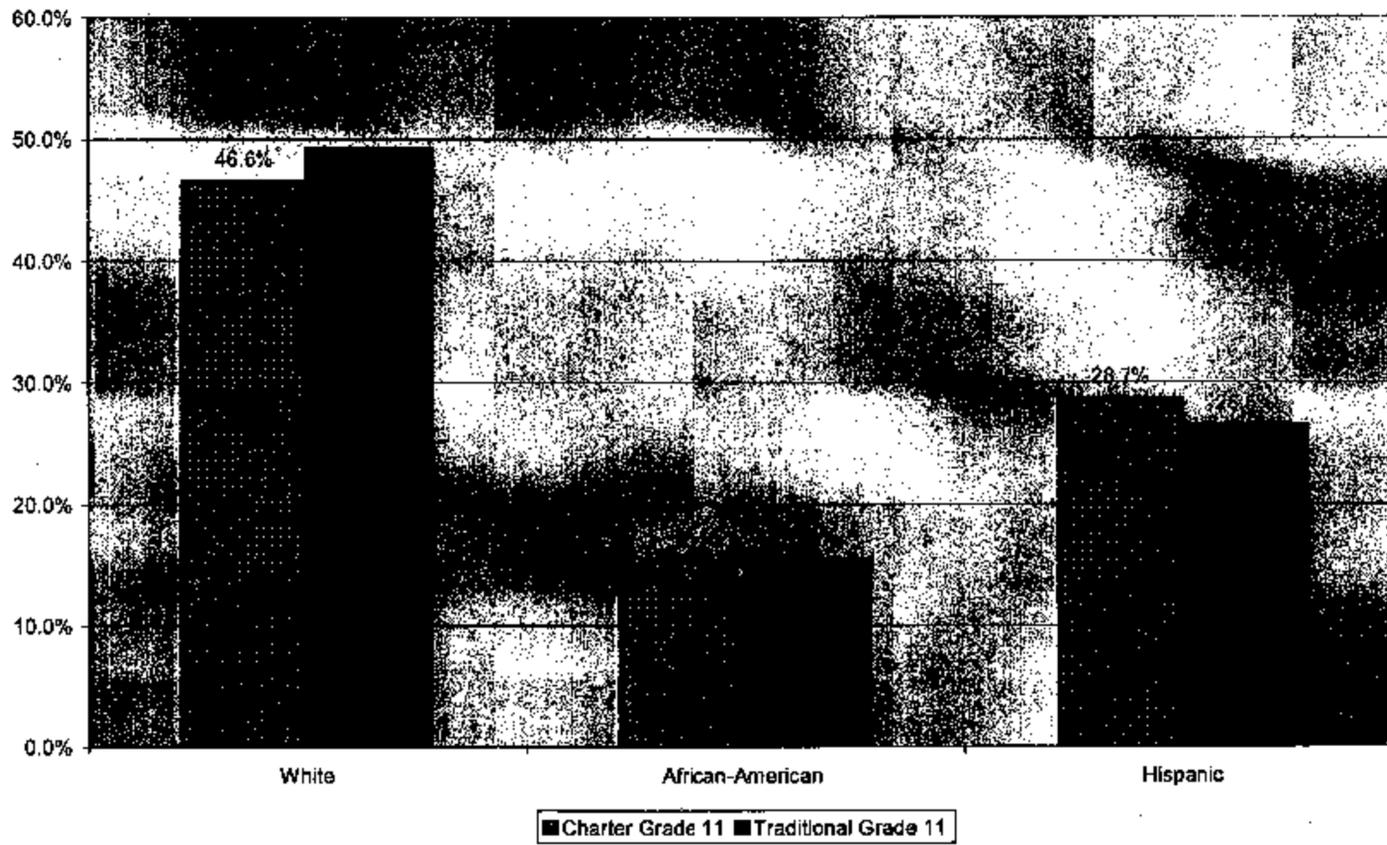
**Charter and Traditional Public School FCAT Science Achievement Level 3 and Above
Grade 5 by Race/Ethnicity**



**Charter and Traditional Public Schools FCAT Science Achievement Level 3 and Above
Grade 8 by Race/Ethnicity**



**Charter and Traditional Public Schools FCAT Science Achievement Level 3 and Above
Grade 11 by Race/Ethnicity**



Statistics - 2007 Advanced Placement - Florida Charter Schools

CT	District	MSID	Level	School Name	Number of AP Exam Takers	Number of AP Exams Taken	Number of Exams with Scores 3-5	% of Exams with Scores 3-5
1	Alachua	1000	9-12	DESOTO HIGH SCHOOL INC	1	1	1	100.0%
6	Broward	5091	6-12	CORAL SPRINGS CHART	99	138	73	52.9%
6	Broward	5121	9-12	PEMBROKE PINES CHAR	295	489	156	31.9%
6	Broward	5181	9-12	PARKWAY ACAD AT BCC	16	16	1	6.3%
6	Broward	5221	9-12	SOMERSET ACADEMY HS	89	145	43	29.7%
13	Dade	6040	6-11	DOCTORS CHARTER SCHOOL	20	31	8	25.8%
13	Dade	7007	9	INTN'L STUDIES CHARTER HS	57	82	47	57.3%
13	Dade	7009	9-12	DORAL PERFORMING ARTS ACAD	32	38	10	26.3%
13	Dade	7020	9-12	DORAL ACAD CHARTER	221	396	149	37.6%
13	Dade	7022	9-11	ACADEMY OF ARTS & MINDS	36	51	7	13.7%
13	Dade	7160	9-12	MATER ACAD CHARTER	417	674	189	28.0%
29	Hillsborough	6609	9-12	PEPIN ACAD CHARTER	1	1	1	100.0%
31	Indian River	5001	9-12	INDIAN RIVER CHARTER	57	70	30	42.9%
36	Lee	4121	9-12	GATEWAY CHARTER H S	39	60	15	25.0%
50	Palm Beach	1461	9-12	INLET GROVE COMMUNI	93	165	24	14.5%
50	Palm Beach	1571	9-12	S TECH EDUC CTR	7	7	2	28.6%
50	Palm Beach	3396	9-12	G-STAR SCHOOL OF THE ARTS	100	152	54	35.5%
52	Pinellas	7191	12	ST. PETERSBURG COLLEGIATE H S	1	1	1	100.0%
53	Polk	1671	6-12	MCKEEL ACADEMY	43	60	10	16.7%
53	Polk	1721	9-12	LAKE WALES HIGH SCH	63	100	40	40.0%
58	Sarasota	74	9-12	SARASOTA MILITARY ACADEMY	14	22	5	22.7%
60	Sumter	2011	9-12	VILLAGES CHARTER HIGH SCHOOL	59	81	30	37.0%
73	FSU	341	K-12	FLA STATE UNIV SCH	117	236	90	38.1%
Total Above Charter Schools					1,877	3,016	986	32.7%

State Statistics - All Florida Public Schools

103,547 186,152 83,339 44.8%

Appendix E



What's New in the 2007 Accountability Report?

The Charter School Annual Accountability Report now offers a new look and feel, and numerous new features that simplify the entry and review processes for schools and districts. The new version of the report now provides a wizard-type section-based entry flow with status tracking that measures progress for each step within each section.

As with the online report introduced in 2006, the sections within the new report are broken down as follows:

- School Information
- Student Information
- Personnel/Staff Information
- Facilities
- Revenue and Expenditures
- Goals and Achievements
- Transportation

As a charter school, you now have the ability to complete each section as a series of steps, which enables you to enter data for your school at a comfortable pace. Upon completion of each section, your district can be notified via an automated e-mail, and begin the review process immediately. As the district review is completed for each step, you can view any pertinent comments real-time. Furthermore, you have the ability to provide your own commentary for each step within each section, and if necessary, notify your district via automated e-mail. Overall, the new report provides greater visibility and communication between school and districts.

Getting Started

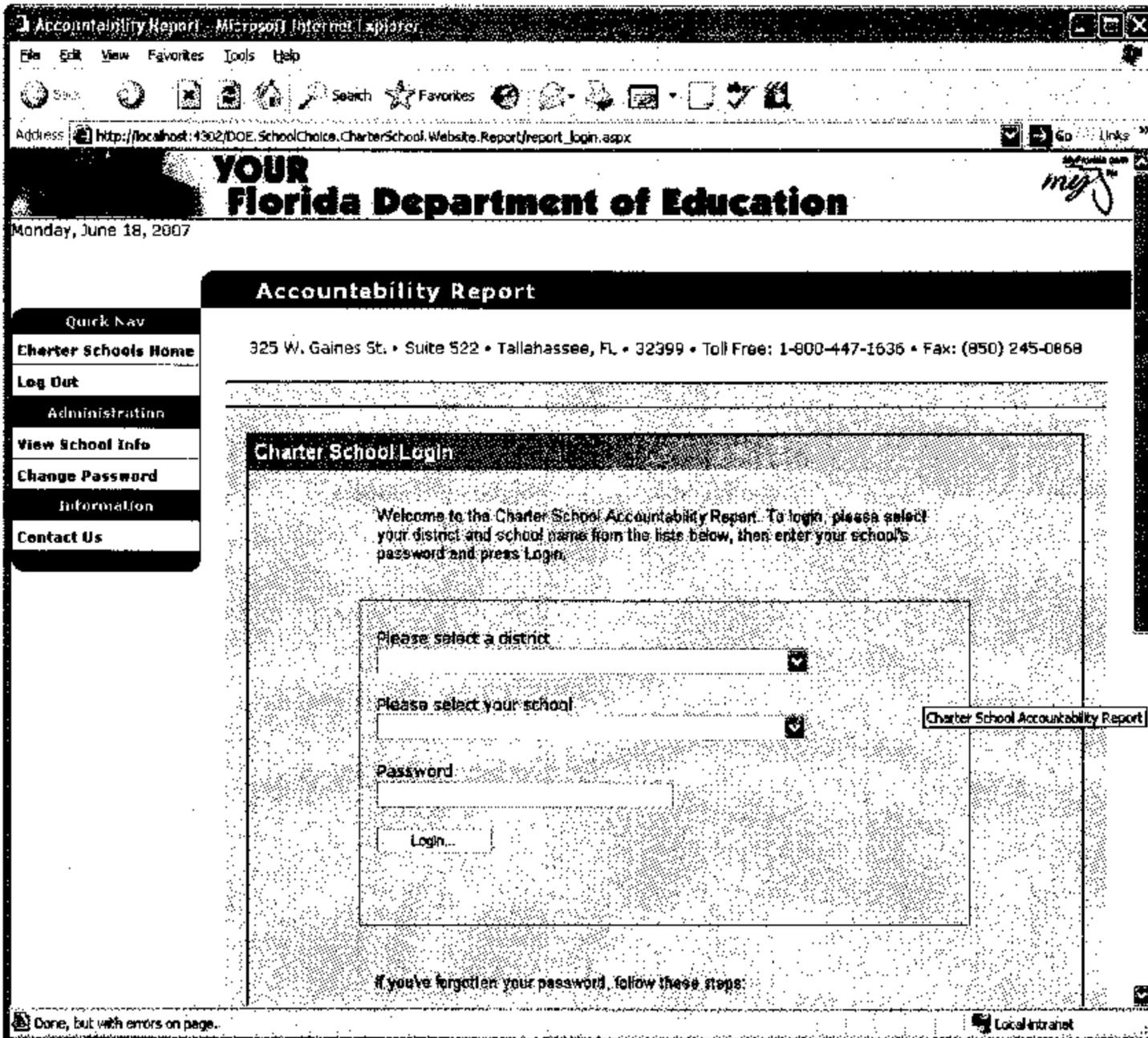
If you are a charter school, the first time that you login to your accountability report you will have the option to create your 2007 report by simply clicking a hyperlink on the Report History page. Once you create your new report, you can begin data entry immediately, or you can postpone it until a later date – it's completely up to you. Each year's report has a section and step-based Overview page that provides a simple and convenient means of tracking your overall progress. Although it's typical to begin with Section 1 (School Information) and progress through each section sequentially, if you prefer you can begin with any section and complete sections in any order.

The following content provides an overview of the steps within each section, and gives tips and hints about each step. Comprehensive Help is available online as well by simply clicking the Help icon at the bottom of any page within the report, but if you prefer you can print this document for reference as well. Either way, help is available at the click of a button.

Also, the new Charter School Question & Answer Forum is available from any page within your report. The Forum allows you to ask questions, and direct them to either your school district or to the Office of Independent Education and Parental Choice at the Florida Department of Education. The questions that you ask are saved for an indefinite period of time, so they will be available to you when you need them.

Charter School Login

To access and work with your reports, you must first login via the School Choice Charter School Login page. From the main menu (www.floridaschoolchoice.org), click the Charter School Login link. The login page will be displayed as shown below:



To initiate login, first select your school district from the list, select your school from the second list, then enter your school's password and press Login.

Upon successful login, you will re-directed to your Accountability Report History page (see the following illustration).

Accountability Report History

325 W. Gaines St. • Suite 522 • Tallahassee, FL • 32399 • Toll Free: 1-800-447-1636 • Fax: (850) 245-0968

Accountability Report History
ENSTEN MONTESSORI SCHOOL

The table below contains Accountability Reports that the school has submitted using the online report implemented during the 2006 school year.

Reports are ordered in descending order by school year (the most recent report at the top). To access any report in the list, click the report title in the leftmost column.

Please note that reports submitted during previous school years are locked and cannot be edited in any way. Furthermore, upon completion of the report for the current school year, no further edits will be possible.

[Click Here to see What's New in your 2007 Accountability Report.](#)

Report	Date Initiated By School	Completion %	Review %	Date Submitted By School	Date Reviewed by District	Status
2007 Accountability Report	5/12/2007	100%	3%	5/1/2007	-	District Review In Progress
2006 Accountability Report	1/16/2007	100%	100%	1/16/2007	1/9/2007	Submitted District Review Complete (Locked)

Your Accountability Report for the current year is shown at the top of the page.

Accountability Reports from previous years are displayed below the current year's report, and are listed by school year from most recent to oldest.

The Report History page shows the current completion percentage for both the charter school and the district's review that report.

To access the current year's report, simply click its title link. The Report Overview page is covered in the next section.

Report Overview

The Report Overview (Main Menu) provides a detailed view of your annual report, and allows you to visually identify steps and sections that have been completed. The overall completion percentage of your report is displayed as well, and as district reviews of each step/section are completed, this progress will be signified via the Overview page. The following illustration is a sample of the Overview page.

The screenshot shows a web browser window titled "Charter School Accountability Report - Microsoft Internet Explorer". The address bar shows the URL: http://localhost:3592/DOE.SchoolChoice.CharterSchool.Website.Report/main_menu.aspx. The page content is organized into several sections:

- Navigation Menu (Left):** View School Info, Change Password, Information, Contact Us.
- Report Summary (Top):** Report Summary, School Information, Personnel Information, Facilities, Financial Information, Other Information, Transportation.
- School Information (Left Column):**
 - General Summary
 - School Name: CAMPUS CHARTER SCHOOL
 - School Year: 2007
 - District: BREVARD
 - Report Completed by School: [Blank]
 - Submitted By: [Blank]
 - District Review Submitted: [Blank]
 - District Review Submitted by: [Blank]
 - Overall Progress: 0% complete
 - Print Report Section(s): [Blank]
- Report Sections (Right Column):**
 - Submission Deadline: 7/30/2007 (55 days remaining)
 - School Name: CAMPUS CHARTER SCHOOL
 - Item Complete: [Progress Indicators]
 - Review Complete: [Progress Indicators]
 - Section 1 - School Information**
 - General Information
 - Partnerships
 - Educational Focus
 - Charter Information
 - Management
 - Governing Board
 - Section Conclusion
 - Section 2 - Student Information**
 - Admission Lottery
 - Post-Secondary Preparedness
 - Class Size Reduction
 - Student Enrollment
 - Section Conclusion
 - Section 3 - Personnel Information**
 - Personnel Details
 - Personnel Summary
 - Section Conclusion
 - Section 4 - Facilities**
 - Summary Data
 - Classroom Type Breakdown
 - Space and Square Footage
 - Relocatable Facilities
 - Specialized Out-of-Site Enrollment

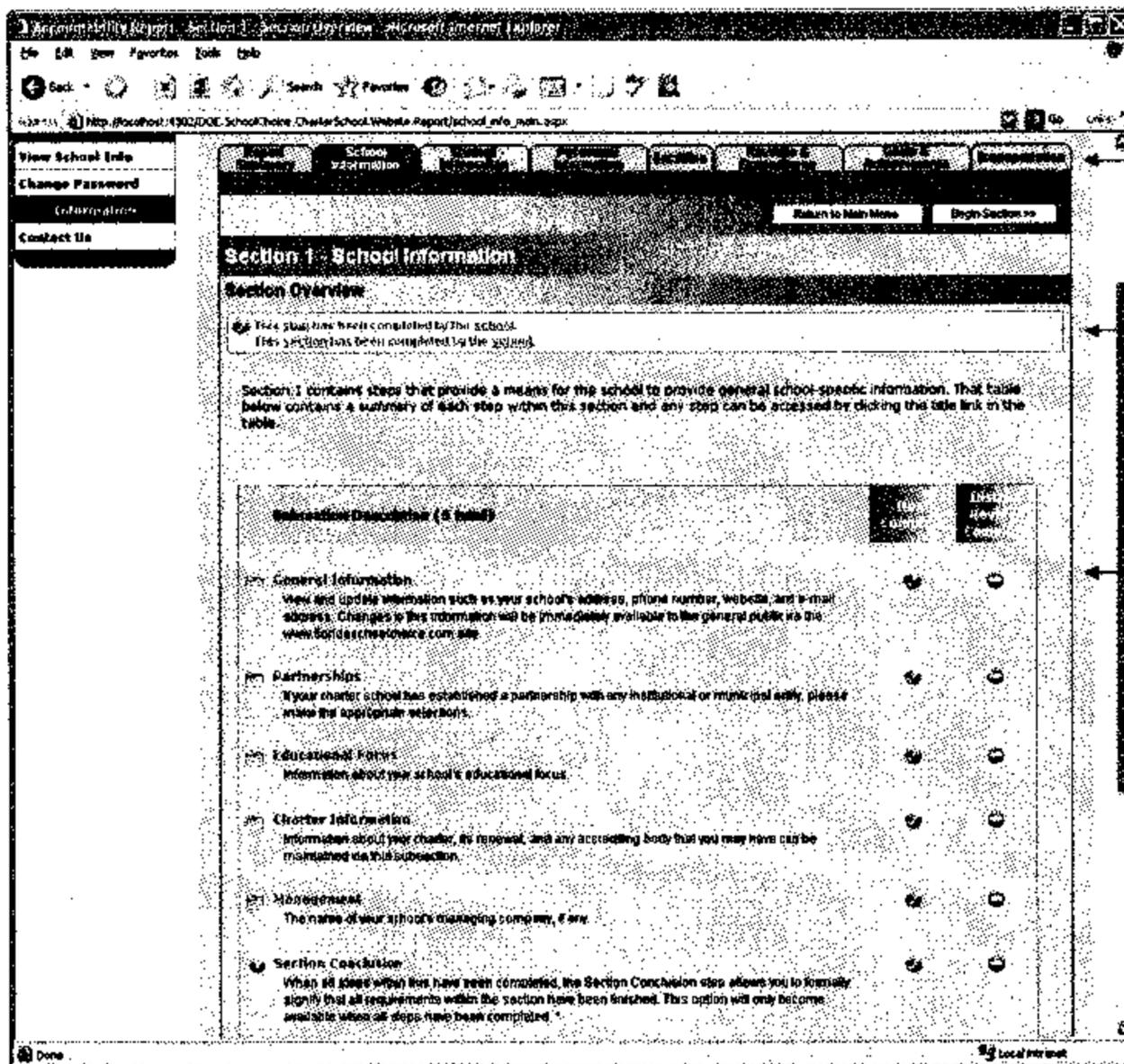
The status bar at the bottom indicates "Done, but with errors on page." and "Local Intranet".

The Report Overview page allows you to see step and section progress quickly and conveniently via a single page. Any step or section can be accessed by clicking its title link. Graphical status identifiers provide a visual means of signifying the status of any step. The legend below explains the meaning of each icon:

- This section has been completed by the entity listed (school or district).
- This section has not been completed by the entity listed, and is outside the scope of the currently logged in user's responsibility.
- This section has not been completed by the entity listed, and is the responsibility of the currently logged in user.

Navigating Report Sections

Each section within the report has Section Overview and Section Conclusion pages. The Section Overview page is displayed at the beginning of each section, and provides a summary of the steps within that section. **The Section Conclusion step is only accessible when all steps within a section are complete.** See the illustration below for a sample of the Section Information page for Section 1.

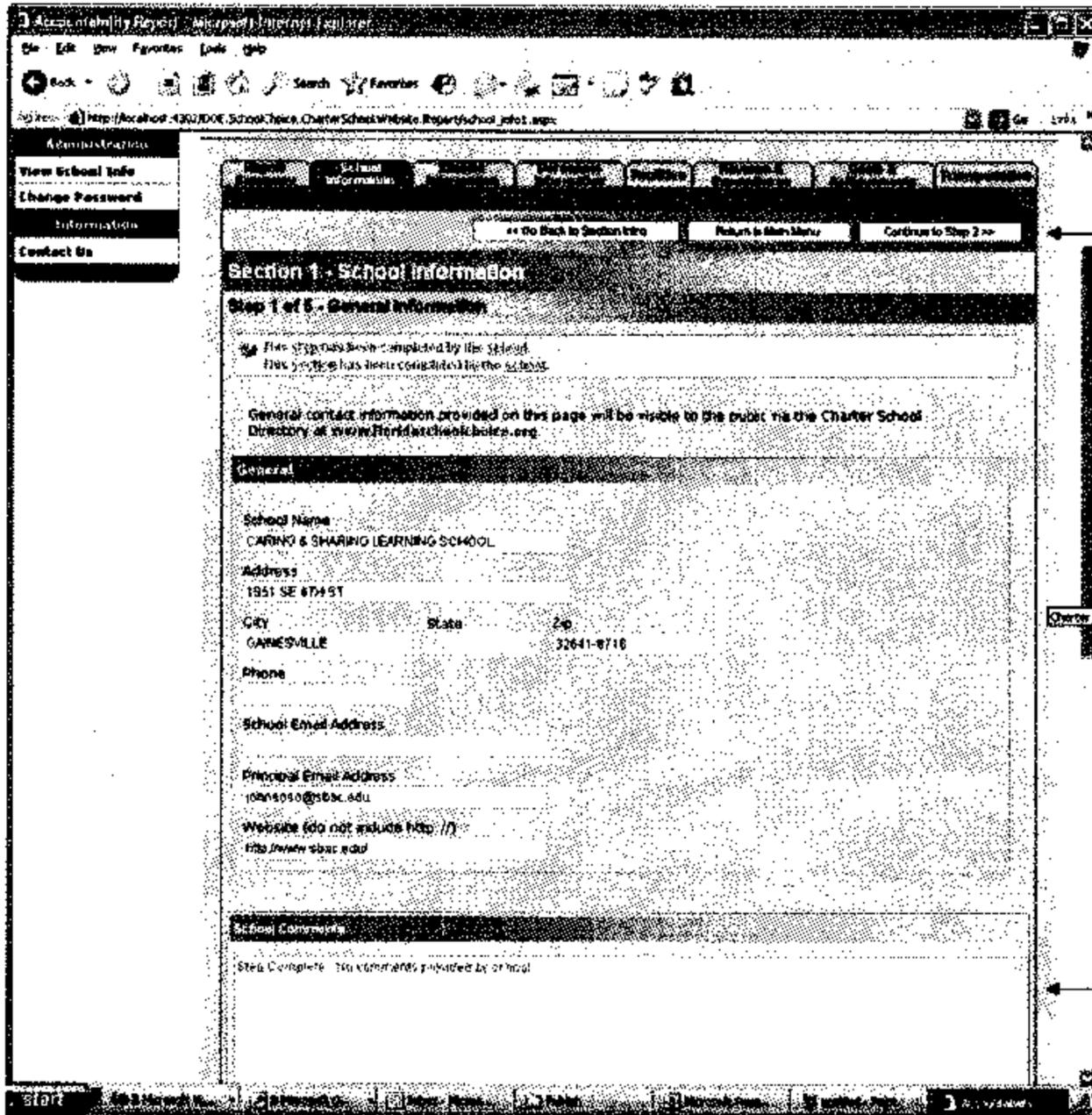


Section Navigation Tabs make it easy to navigate from section to section.

A section-step status bar on the Section Introduction page and every page within each section provides a quick and easy view of the exact status of a step or section.

Graphical Status Identifiers on the Section Introduction page provide a quick view of the exact status of each step within that section.

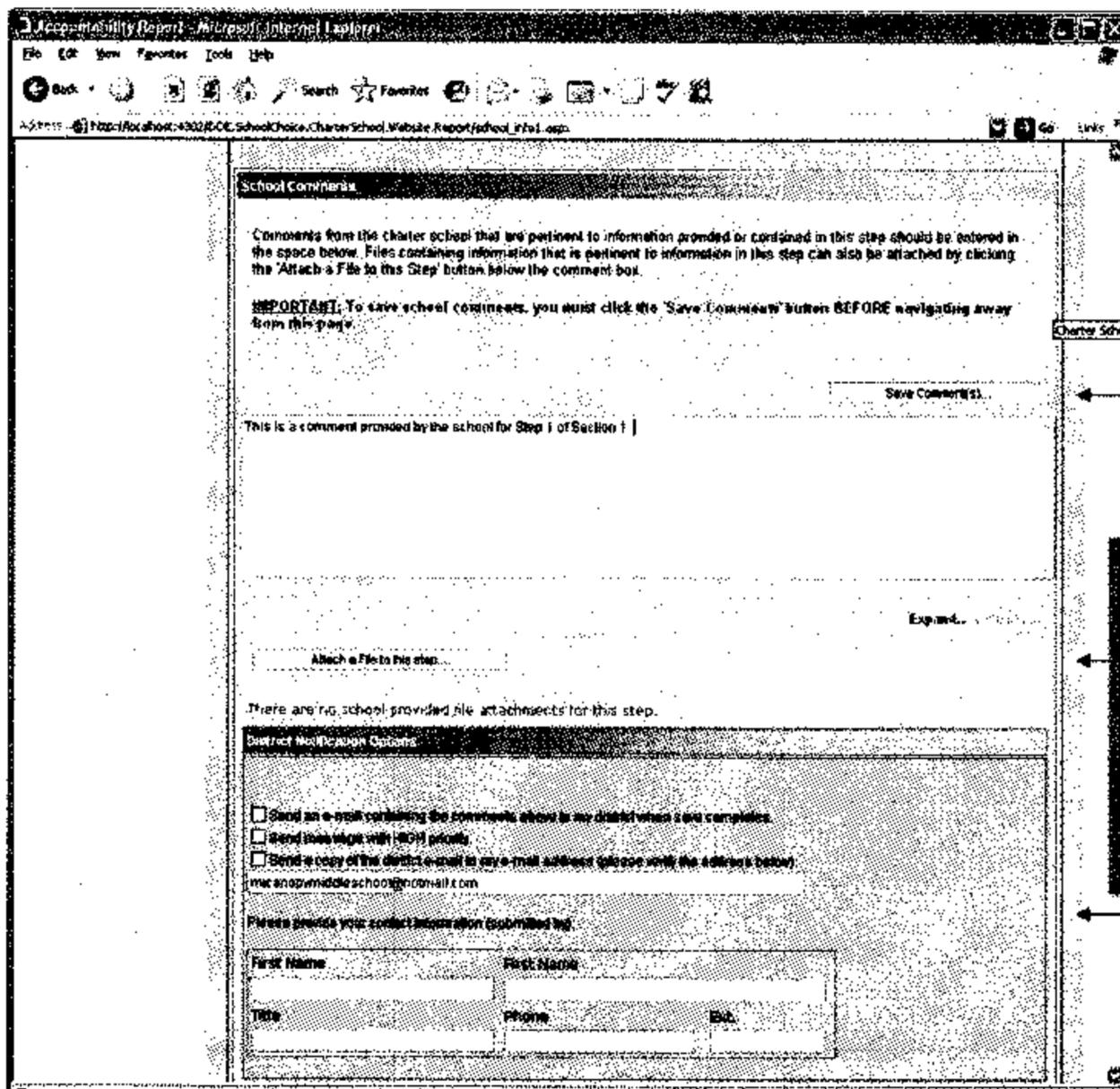
From the Section Information page, you can begin data entry within that section by either (a) clicking the Begin Section button at the top right corner of the page, or (b) by clicking the title link for the first step within that section in the Subsection list (see the illustration above).



Wizard navigation buttons in each step of each section allow your to navigate between steps, and save the information within each step.

The school (and district) can provide commentary for each step by simply making comment entries in the appropriate spaces at the bottom of each page.

Within each step of each section in a report, both schools and districts can provide commentary that is specific to that step and section. See following illustration.



The Charter School can provide commentary for each step by simply making a comment entry, and clicking the Save Comments button.

Files can be attached to each step As well by clicking the Attach a File to this Step button, selecting a file, entering a description of the file, and clicking a button to save the file.

Attached files will be viewable by any reviewer of a specific report.

If necessary, the school can notify its district of a comment entry immediately by making the appropriate selections, providing contact information, and clicking a button.

It's important to note that districts have the ability to notify schools of commentary as well.

Saving Step Information

When all data for a particular step has been entered, the school can do one of the following:

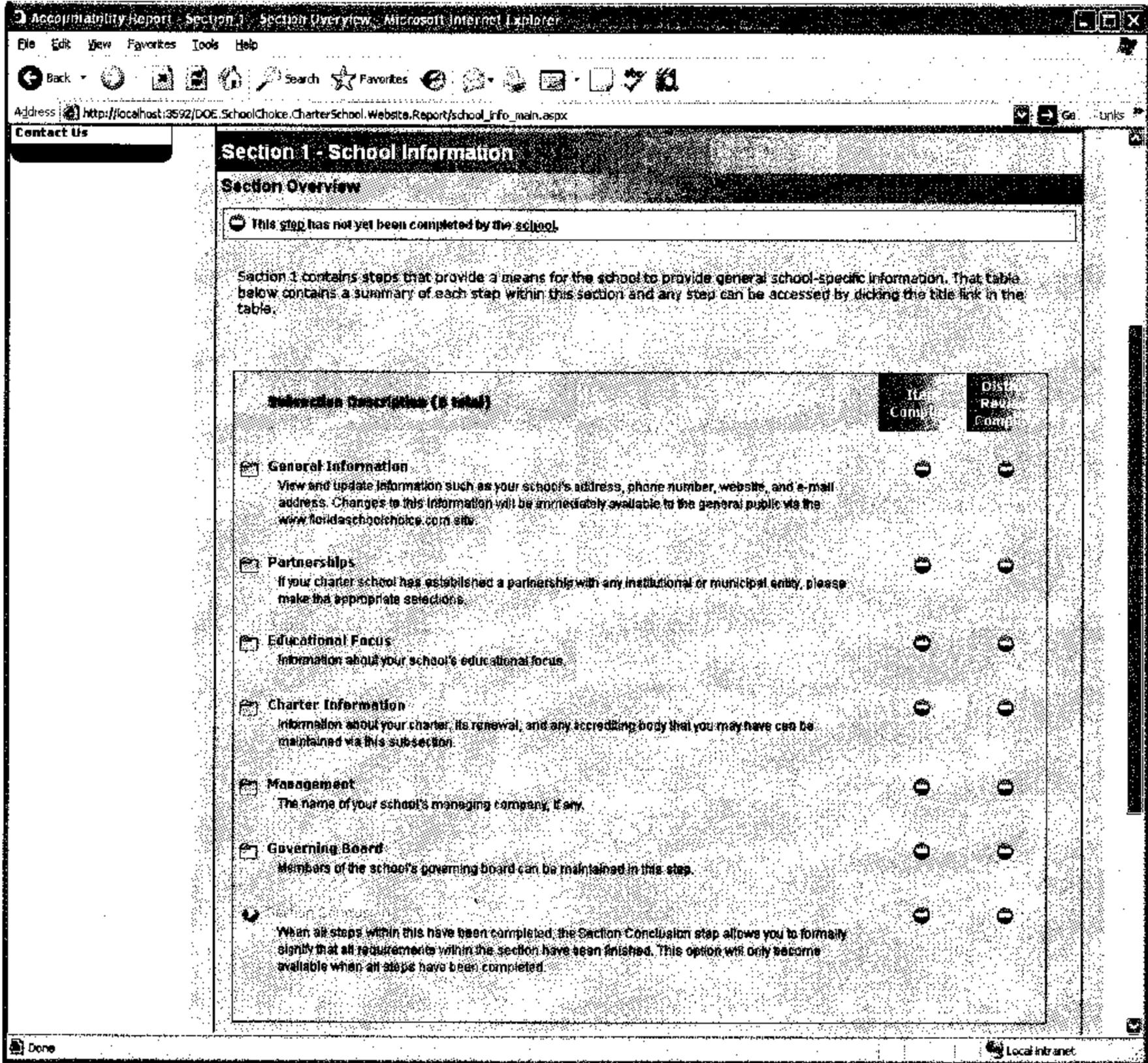
1. Continue to the next step (or Section Conclusion if the current step is the last step in the section),
OR
2. Return to the Report Summary
OR
3. Go back to the previous step (or Section Introduction page is the current step if the first one in the section).

VERY IMPORTANT: Regardless of the selection, the data entered for that step will be saved. However, the status of that step will not be updated to reflect the step's completion until the 'Continue to Next Step' button is pressed.

In the following pages, each section and step will be described and general information provided about each section.

Section 1 – School Information

The first section of the report contains five (5) steps as displayed in the illustration below.



Step 1 – General Information

General contact information for the charter school should be updated in step 1. When the pertinent information has been entered, a check must be placed in the box labeled "I certify that the information displayed on this page is accurate". This check certifies that you (the school) have either verified the accuracy of the information or made the necessary changes/corrections.

The following illustration is a screen shot of the general content portion of Step 1.

Report Summary	School Information	Student Information	Personal Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
----------------	---------------------------	---------------------	----------------------	------------	------------------------	----------------------	----------------

Section 1 - School Information

Step 1 of 5 - General Information

This step has not yet been completed by the school.

General contact information provided on this page will be visible to the public via the Charter School Directory at www.floridaschoolchoice.org.

General

School Name

Address

City

State

Zip

Phone

School Email Address

Principal Email Address

Website (do not include http://)

By placing a check in the box, I certify that the information displayed on this page is accurate.

It is important to note that every step within every section contains both school and district commentary sections. Furthermore, each of these sections provides a means for either entity to attach files.

The illustration on the following page shows the School Comments section of Step 1 in Section 1.

The School and District Comments sections appear below the primary content on every page. In the event that a school deems it necessary to communicate a comment to its district immediately, the District Notification Options panel provides a convenient means by which to do so, quickly and conveniently.

School Comments

Comments from the charter school that are pertinent to information provided or contained in this step should be entered in the space below. Files containing information that is pertinent to information in this step can also be attached by clicking the 'Attach a File to this Step' button below the comment box.

IMPORTANT: To save school comments, you must click the 'Save Comments' button BEFORE navigating away from this page.

Save Comment(s)...

Expand... Collapse...

Attach a File to this step...

There are no school-provided file attachments for this step.

District Notification Options

To e-mail the commentary provided for this step to the school district, place a check in the box below labeled 'Send an e-mail containing the comments to my district when save completes'.

Charter School Account

The message can be marked as high priority, and the school send a copy (CC) to any other entity, including itself.

- Send an e-mail containing the comments above to my district when save completes
- Send message with HIGH priority
- Send a copy of the district e-mail to my e-mail address (please verify the address below)

Please provide your contact information (submitted by):

First Name	First Name	
<input type="text"/>	<input type="text"/>	
Title	Phone	Ext.
<input type="text"/>	<input type="text"/>	<input type="text"/>

To attach a file to a report step, the school simply clicks the 'Attach a File to this step' button, thus opening the file attachment panel. See below.

Step 1: Select the file to be attached.

\\School Contact Information.xls

Browse...

Step 2: Enter a description of the file (please be clear and concise)

This file contains our school contact information.

Save and Upload Attachment...

Cancel

A file description is required, and should typically not exceed 200-300 characters. This description will provide reviewers with additional information about the file. When the 'Save an Upload Attachment' button is pressed, the file is uploaded to a secure folder, and a link to that file is created. See below.

Attach a File to this step...

The school has attached 1 file(s). See below...

File Name	File Description
 School - 2958 - 6-19-2007_13-32 School Contact Information.xls	This file contains our school contact information.

From this point forward, any viewer (or reviewer) of the accountability report is able to open the file.

IMPORTANT: Once uploaded, a file can no longer be modified. This ensures the integrity of the data provided in attached files. If the need arises for a school to modify an uploaded file, it can make the changes, then upload the new file. The website will provide a timestamp for the NEW file, and append it to the list of currently uploaded files for that report, section, and step.

In the illustration below, the same file has been uploaded twice by the school. In the second 'version' of the file, contact information was changed. Please note that the timestamp is automatically assigned by the website, so there is no possibility of overwriting a file.

Attach a File to this step...

The school has attached 2 file(s). See below...

File Name	File Description
 School - 2958 - 6-19-2007_13-32 School Contact Information.xls	This file contains our school contact information.
 School - 2958 - 6-19-2007_13-39 School Contact Information.xls	A newer version of the original file, with some modifications to address information.

It's also important to note that school districts can attach files as well, and have available to them functionality that is equivalent to what the schools have. **Remember, every step allows the entry of school commentary AND the attachment of files, so there will be no further mention of this functionality.**

Step 2 – School Partnerships

In step 2 of Section 1, the school should provide information about any partnerships that it may have. This page provides four types of partnerships:

- Universities
- Community Colleges
- Workplaces/organizations
- Municipalities

Of course, there is an option for 'None' as well. The following illustration shows Step 2.

Accountability Report - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://test.floridaschoolchoice.org/CharterSchool/AccountabilityReport/school_info2.aspx

View School Info
Change Password
Information
Contact Us

School Information

<< Go Back to Step 1 Return to Main Menu Continue to Step 3 >>

Section 1 - School Information

Step 2 of 5 - Partnerships

This step has not yet been completed by the school.

In this step, please select the partnership options that pertain to your school. Each selection below has an accompanying list of possible partner institutions or organizations. If an option is applicable to your school, please check that option and select the appropriate entity from the dropdown list for that item.

Partnerships

University
This option should be checked if the school has a partnership with a university and the name of that institution should be selected from the list below.

Community College
This option should be checked if the school has a partnership with a community college and the name of the institution should be selected from the list below.

Municipality
This option should be checked if the school has a partnership with a city, town, or municipality and the name of the city provided in the appropriate space.

Workplace
This option should be checked if the school has a partnership with any business organization and the name of the company provided in the appropriate space.

None
If the school has not established a partnership with any of the entities above, this option should be checked.

start Accountability Report

The lists below Universities and Community Colleges contain all active institutions in the state of Florida.

Step 3 – Educational Focus

Step 3 of Section 1 allows the school to select its areas of educational focus by simply placing a check in each focus type that applies.

Report Summary	School Information	Student Information	Personal Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
----------------	--------------------	---------------------	----------------------	------------	------------------------	----------------------	----------------

[<< Go Back to Step 2](#) [Return to Main Menu](#) [Continue to Step 4 >>](#)

Section 1 - School Information

Step 3 of 5 - Educational Focus

 This step has not yet been completed by the school.

Any educational focus options pursued by the school should be selected from the list below.

Educational Focus

- Direct Instruction
- Dropout Recovery
- ESE
- Expeditionary Learning
- LEP
- Montessori

Step 4 – Charter Information

Step 4 of Section 1 allows the school to provide information pertinent to its charter. See the illustration below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenses	Goals & Achievements	Transportation
----------------	--------------------	---------------------	-----------------------	------------	--------------------	----------------------	----------------

[«« Go Back to Step 3](#) [Return to Main Menu](#) [Continue to Step 5 »»](#)

Section 1 - School Information

Step 4 of 5 - Charter Information

 This step has not yet been completed by the school.

General school charter information should be entered in this step.

Charter Information

Date School Opened
1/1/2007

Years in Original Charter Contract

Has your charter been renewed?
 Yes No

If so, how many years is the renewal period?

If the school is accredited, select the accrediting body below:
 

Step 5 – Management

Step 5 of Section 1 allows the school to select the management company by which it is operated, if applicable. See the illustration below.

The screenshot shows a web browser window titled "Accountability Report - Microsoft Internet Explorer". The address bar shows the URL: http://test.floridaschoolchoice.org/CharterSchool/AccountabilityReport/school_info5.aspx. The page header includes the Florida Department of Education logo and the date "Tuesday, June 19, 2007". A navigation menu on the left lists options like "Charter Schools Home", "Log Out", "Administration", "View School Info", "Change Password", "Information", and "Contact Us". The main content area is titled "Accountability Report" and includes contact information: "325 W. Gaines St. • Suite 522 • Tallahassee, FL • 32399 • Toll Free: 1-800-447-1636 • Fax: (850) 245-0868". A breadcrumb trail shows "Home > School Information > Management". The current step is "Section 1 - School Information" and "Step 5 of 5 - Management". A message states: "This step has not yet been completed by the school." Below this, instructions read: "If the charter school is operated by a management company, that company should be selected in the list below. If the name of the company does not appear in the list, click the 'New Management Company' button and enter the pertinent information for that company." A dropdown menu for "Management Company" is open, showing a list of companies: "<New Management Company>", "ACH Corporation of America", "Bright Horizons", "Charter School House Services", "Charter Schools USA", "Imagine Schools", "Rader Group", "Richard Milburn", "St. Petersburg Community College", "White House Management", and "Academica". Below the list, there is a text area for comments and an "Attach a File to this Step" button. An important note at the bottom states: "IMPORTANT: To save school comments, you must click the 'Save Comments' button BEFORE navigating away from this page." The browser's taskbar at the bottom shows the "start" button and several open windows, including "Accountability ...".

Step 6 – Governing Board Members

Step 6 of Section 1 allows schools to provide updated contact information for members of their governing board. By default, a school's governing board must consist of at least three (3) active members. Current members can be edited, and new members can be easily added.

The screenshot shows a web browser window with the address `http://localhost:3592/DOE.SchoolChoice.CharterSchool.Website.Report/school_info6.aspx`. The page is titled "Section 1 - School Information" and "Step 6 of 6 - Governing Board".

Navigation links at the top include: << Go Back to Step 5, Return to Main Menu, Continue to Section Conclusion >>

Section 1 - School Information
Step 6 of 6 - Governing Board

This step has not yet been completed by the school.

In this step, the school should provide accurate contact information for every member of its governing board, and ensure that every member of its board is displayed in the list.

When a board member is 'deactivated', he/she cannot be reactivated.

Governing Board Members

The list below contains governing board members for this charter school. If a current member is not shown in the list, please add him/her before proceeding. If a member in the list is no longer a board member, please deactivate him/her. Finally, make any contact information changes necessary for board members.

New Board Member...

Form fields for adding a new member:

- First Name:
- Last Name:
- Address:
- City, State, Zip: AK
- Phone:
- Email Address:
- Buttons: Save, Cancel

Existing Member:

- Name: John Doe
- Address: 1800 North Rd, Tallahassee, FL 32310
- Buttons: Edit, Deactivate

School Comments:

Done Local Intranet

Section 1 – Section Conclusion

Every section within the new accountability report has a Section Conclusion. When the school completes a specific section, the person by whom the section is being completed enters his/her first and last names, then presses the Submit button to close the section.

IMPORTANT: When a section is completed, it becomes eligible for district review and is locked to any further editing.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
----------------	--------------------	---------------------	-----------------------	------------	------------------------	----------------------	----------------

[« Go Back to Step 5](#) [Return to Main Menu](#) [Continue to Next Section »](#)

Section 1 - School Information

Section Conclusion

 This step has not yet been completed by the school.

This step is the section conclusion.

As an authorized administrator of this charter school, I acknowledge that the information in this section is accurate to the best of my knowledge.

To complete and submit this section for district review, enter your first and last name in the spaces below and click the Submit button.

First Name	Last Name	Submit
<input type="text"/>	<input type="text"/>	<input type="button" value="Submit"/>

Section 2 – Student Information

Section 2 of the accountability report allows the school to either enter or review student and enrollment data. This section is somewhat different that most because 3 of the 4 steps contain read-only data and merely require the school to signify agreement or disagreement with the data provided.

The screenshot shows a web browser window titled 'Accountability Report - Microsoft Internet Explorer'. The address bar shows the URL: http://test.floridaschoolchoice.org/CharterSchool/AccountabilityReport/student_info_main.aspx. The page content includes a left-hand navigation menu with links for 'View School Info', 'Change Password', 'Information', and 'Contact Us'. The main content area is titled 'Section 2 - Student Information' and contains a 'Section Overview' section with a status message: 'This step has not yet been completed by the school.' Below this is an introductory paragraph: 'In this section you will review information provided by your district pertaining to your student enrollment. Please make the necessary acknowledgements in each step. If you disagree with any data provided, you will have the opportunity to communicate your disagreement directly to the district.' The core of the page is a table with the following structure:

Subsection Description (4 total)	Is Comp.	Dist. Review
<p>Admission Lottery Select and describe the means by which your school selects new students for admission.</p>	<input type="radio"/>	<input type="radio"/>
<p>Post-Secondary Preparedness View data provided by your district showing a summary of the number of students taking (and passing) the ACT, SAT, PSAT, and CPE. This section does not require you to provide any data, only to acknowledge that you have viewed the existing data provided by your district. (This step is review-only)</p>	<input type="radio"/>	<input type="radio"/>
<p>Class Size Reduction View data provided by your district showing a your average number of students per class for grade levels K-4, 5-8, and 9-12. This section does not require you to provide any data, only to acknowledge that you have viewed the existing data provided by your district. (This step is review-only)</p>	<input type="radio"/>	<input type="radio"/>
<p>Student Enrollment View data provided by your district regarding your exact student enrollment. This page provides you with an alphabetized listing by grade. This section does not require you to provide any data, only to acknowledge that you have viewed the existing data provided by your district. (This step is review-only)</p>	<input type="radio"/>	<input type="radio"/>
<p>Section Conclusion When all steps within this have been completed, the Section Conclusion step allows you to formally signify that all requirements within this section have been finished. This option will only become available when all steps have been completed.</p>	<input type="radio"/>	<input type="radio"/>

The data contained in the read-only steps is supplied by the school district. Using the School Comments section of any page in this section, the school can not only express agreement/disagreement but can send an immediate notification to the school district, AND provide the correct data via commentary or attached files.

Step 1 – Admission Lottery

In step 1 of Section 2, the school can describe the process by which it selects new students for admission. Although an admission lottery is the most common, if a school uses a process other than this, that process can be described in this step.

Section 2 - Student Information	
Step 1 of 4 - Admission Lottery	
 This step has not yet been completed by the school.	
<p>In this step, please provide the information requested below pertaining to the means by which you select students for enrollment. If you do not utilize a lottery, please provide a general description of the process used.</p> <p>Charter Schools: When all data for this step has been entered, you must click the 'Continue to Next Step' button to flag the step as 'Completed'.</p>	
General	
Section 1 - Lottery Waiting List	
<p>If your school uses a lottery waiting list to accept new students, please enter the number of students on the list and the number of students accepted for the school year for which this report is being completed.</p> <p>If your school does NOT use a lottery waiting list, enter 0 for both entries below and complete item 2.</p>	
Number of students on lottery waiting list to attend charter school:	<input type="text"/>
Number of students accepted from the lottery waiting list:	<input type="text"/>
Section 2	
<p>If your school does NOT use a lottery waiting list to accept new students, provide a description of the process that is used.</p>	
<input type="text"/>	

Step 2 – Post-Secondary Preparedness

In step 2 of Section 2, the school can view data provided by its district and signify agreement or disagreement. See the illustration below.

The screenshot shows a web application interface with a navigation bar at the top containing tabs for Report Summary, School Information, Student Information, Personnel Information, Facilities, Revenue & Expenditures, Goals & Achievements, and Transportation. Below the navigation bar are three buttons: '<< Go Back to Step 1', 'Return to Main Menu', and 'Continue to Step 3 >>'. The main content area is titled 'Section 2 - Student Information' and 'Step 2 of 4 - Post-Secondary Preparedness'. A message box indicates that this step has not yet been completed by the school. Below this, there is a paragraph of instructions: 'In this step, please review the data that has been provided by your school district below. This data is read-only. To complete this step provide commentary in the School Comments section of this page that signifies your agreement or disagreement with the data.' At the bottom, there is a 'Summary Data' table with the following data:

Activity	# Tested	# Passed	% Making Minimum Score for Placement into College-Level Courses
Students taking the PSAT	0	0	0
Students taking the SAT	0	0	0
Students taking the ACT	0	0	0
Students taking the CPT	0	0	0

Step 3 – Class Size Reduction

In step 3 of Section 2, the school can review class size data provided by its district, and signify agreement or disagreement. See the illustration below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
----------------	--------------------	----------------------------	-----------------------	------------	------------------------	----------------------	----------------

[<< Go Back to Step 2](#) [Return to Main Menu](#) [Continue to Step 4 >>](#)

Section 2 - Student Information

Step 3 of 4 - Class Size Reduction

 This step has not yet been completed by the school.

In this step, please review the data that has been provided by your school district below.

This data is read-only. To complete this step provide commentary in the School Comments section of this page that signifies your agreement or disagreement with the data.

Class Size Summary Data		
Grade Levels	Students per Class (Constitutional Goal)	Students per Class (Actual)
Pre-K through Grade 3	20	0
Grade 4 through Grade 8	18	0
Grade 9 through Grade 12	15	0

Step 4 – Student Enrollment

In step 4 of Section 2, the school can review student enrollment detail data and signify agreement or disagreement. See the illustration below.

The screenshot shows a web browser window titled 'Accountability Report - Microsoft Internet Explorer'. The address bar shows 'http://test.floridaschoolchoice.org/CharterSchool/AccountabilityReport/student_info4.aspx'. The page has a navigation menu on the left with options: 'View School Info', 'Change Password', 'Information', and 'Contact Us'. The main content area is titled 'Section 2 - Student Information' and 'Step 4 of 4 - Student Enrollment'. A status box indicates 'This step has been completed by the school. This section has been completed by the school.' Below this, instructions state: 'In this step, please review the data that has been provided by your school district below. This data is read-only. To complete this step provide commentary in the School Comments section of this page that signifies your agreement or disagreement with the data.' A table titled 'Student Enrollment' displays the following data:

Grade	Last Name	First Name	Gender	Rate
Grade 02	BOOKER	KEYMONIS	M	B
	COLEMAN	SHANE	M	B
	COLEMAN	SHANTAY	F	B
	DAVIS	CORDARIUS	M	B
	DOUGLAS	ZAVION	M	B
	DURDEN	DURANTAE	M	B
	FLOWERS	DARETON	M	B
	JOHNSON	JESSICA	F	B
	KEY	CALVONTAY	M	B
	KINSLER	IDAVIA	F	B
	MARTIN	BRANDON	M	B
	MUHAMMAD	SAKINAH	F	B
	NELSON	AKEEM	M	B
	PEREZ	CALEB	M	B
	ROBINSON	DYRON	M	B
	SMOAKS	DA'SHA	F	B
	THOMAS	TYRONE	M	B

Total for grade: 17

Section 3 – Personnel Information

Section 3 is a relatively short, two-step section in which the school reviews district-supplied personnel/staffing data, and signifies agreement or disagreement.

The following illustration is a screen shot of the Section 3 Overview page.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
						Return to Main Menu	Begin Section =>
Section 3 - Personnel Information							
Section Overview							
<p><input checked="" type="checkbox"/> This <u>step</u> has been completed by the school. This <u>section</u> has been completed by the school.</p>							
<p>In this section you will provide information pertinent to your school's personnel. There are two (2) steps in this section. All data in this section has been provided by the district, and is read-only.</p>							
Subsection Description (2 total)						Item Complete	District Review Complete
<p><input type="checkbox"/> Personnel Details View data provided by your district pertaining to school personnel. This step allows you to view detailed data for each staff member, including professional certifications.</p>						<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><input type="checkbox"/> Personnel Summary This step provides a summary view of the personnel data provided by your district in Step 1 above.</p>						<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><input checked="" type="checkbox"/> Section Conclusion When all steps within this have been completed, the Section Conclusion step allows you to formally signify that all requirements within the section have been finished. This option will only become available when all steps have been completed.</p>						<input checked="" type="checkbox"/>	<input type="checkbox"/>

Step 1 – Personnel Details

In step 1 of Section 3, the school can view a detailed personnel list, and signify agreement or disagreement.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenses	Goals & Achievements	Transportation
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<< Go Back to Section Intro
Return to Main Menu
>> Continue to Step 2

Section 3 - Personnel Information

Step 1 of 2 - Personnel Details

This step has not yet been completed by the school.

The personnel data below has been supplied by your district. Please review the data and signify your agreement or disagreement by making a selection at the bottom of the page.

Staff Detail					
Last Name	First Name	Title(s)	Staff Type	Annual Salary (Dollars)	Annual Benefits (Dollars)
ACCARDI	SHELIA	TEACHER, SELF CONTAINED, KINDERGARTEN	TEACHER	\$30,749.00	--
ANTAILLIA	NADINE	TEACHER, ART, ELEMENTARY	TEACHER	\$9,736.00	--
ARRIBAS	NATHALIE	TEACHER, SELF CONTAINED, SECOND GRADE	TEACHER	\$24,000.00	--
BROWN	WILLIAM	TEACHER, PHYSICAL EDUCATION, MIDDLE/JUNIOR	TEACHER	\$14,040.00	--
DUNN	STACEY	TEACHER, SELF CONTAINED, FOURTH GRADE	TEACHER	\$31,000.00	\$3,500.00
HANOA	RACHNA	TEACHER, SELF CONTAINED, SIXTH GRADE	TEACHER	\$31,749.00	\$3,500.00

Step 2 – Personnel Summary

In step 2 of Section 3, the school is able to review a summary of the detail presented in step 1, and signify agreement or disagreement just as in step 1. There is no illustration for this step.

Section 4 – Facilities

In Section 4, the school progresses through six (6) steps and provides data pertaining to its buildings, classrooms, and student stations.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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Return to Main Menu Begin Section >>

Section 4 - Facilities

Section Overview

 This step has not yet been completed by the school.

In this section you will provide information pertinent to your school's facilities. There are six (6) steps in this section.

Subsection Description (6 total)	Item Complete	Dist. Review Complete
 Summary Data (Step 1) Provide data about the number of buildings, classrooms, and student stations in your schools.	<input type="radio"/>	<input type="radio"/>
 Classroom Type Breakdown (Step 2) Provide summary data for the number of classrooms for by grade and educational types.	<input type="radio"/>	<input type="radio"/>
 Space and Square Footage (Step 3) Provide summary data for the total amount of space available in your school.	<input type="radio"/>	<input type="radio"/>
 Relocatable Facilities (Step 4) Provide data about the relocatable or portable buildings in your school.	<input type="radio"/>	<input type="radio"/>
 Capital Outlay FTE (COFTE) Enrollment (Step 5) Provide COFTE data for each grade level category.	<input type="radio"/>	<input type="radio"/>
 Anticipated Future Facilities Plans (Step 6) Provide general data about anticipated future plans.	<input type="radio"/>	<input type="radio"/>
 Section Conclusion When all steps within this have been completed, the Section Conclusion step allows you to formally signify that all requirements within the section have been finished.	<input type="radio"/>	<input type="radio"/>

Step 1 – Summary Data

In step 1 of Section 4, the school provides general facilities data. The data captured in step 1 is shown in the illustration below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
<< Go Back to Section Intro Return to Main Menu Continue to Step 2 >>							
Section 4 - Facilities							
Step 1 of 6 - Summary Data							
<input checked="" type="checkbox"/> This step has been completed by the school. This section has been completed by the school.							
This section of the Facilities section focuses upon the total number of permanent and relocatable buildings, student stations, and classrooms. Please make the requested entries below.							
Summary Data							
Item Type	Permanent Items		Relocatable Items				
Buildings	1	<input type="text"/>	2	<input type="text"/>			
Buildings	3	<input type="text"/>	4	<input type="text"/>			
Classrooms	5	<input type="text"/>	6	<input type="text"/>			
Total Leased Buildings		<input type="text"/>		<input type="text"/>			

Step 2 – Classroom Type Breakdown

In step 2 of Section 4, the school provides a breakdown of its classrooms and their usage. See the illustration below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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<< Go Back to Step 1
Return to Main Menu
Continue to Step 3 >>

Section 4 - Facilities

Step 2 of 6 - Classroom Type Breakdown

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

In this step of the Facilities section, please provide classroom type values based on educational type and level.

Classroom Type Breakdown

Classroom Type	Total Count
Total Elementary Classrooms	<input type="text" value="0"/>
Total Middle Classrooms	<input type="text" value="7"/>
Total Senior Classrooms	<input type="text" value="0"/>
Total ESE Classrooms	<input type="text" value="0"/>
Total Voc Ed Classrooms	<input type="text" value="0"/>
Total Other Classrooms	<input type="text" value="0"/>

Step 3 – Space and Square Footage

In step 3 of Section 4, the school enters total square footage for each type of structure. See below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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<< Go Back to Step 2
Return to Main Menu
Continue to Step 4 >>

Section 4 - Facilities

Step 3 of 6 - Space and Square Footage

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

This step of the Facilities section focuses on space and square footage usage within your school. Please provide the information requested below.

Space and Square Footage

Space and Square Footage	Total Count
Total Net Square Feet	5000
Total Permanent Net Square Feet	5000
Total Relocatable Net Square Feet	0
Total Instructional Net Square Feet	4500
Total Capital Outlay FTE	0

Step 4 – Relocatable Facilities

In Step 4 of Section 4, the school enters a breakdown that includes ONLY relocatable facilities. See the illustration below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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[<< Go Back to Step 3](#) [Return to Main Menu](#) [Continue to Step 5 >>](#)

Section 4 - Facilities

Step 4 of 6 - Relocatable Facilities

This step has been completed by the school.
This section has been completed by the school.
District comment(s) for this step have been completed.
District comment(s) for this section have been completed.

This section of the Facilities section focuses upon relocatable facilities within your school. Please provide the information requested below.

Relocatable Facilities

Relocatable Facility Breakdown	Total Count
Total Relocatable Classrooms	<input type="text" value="0"/>
Total Relocatable Units	<input type="text" value="0"/>
Total Owned Units	<input type="text" value="0"/>
Total District Owned Units	<input type="text" value="0"/>
Total Leased Units	<input type="text" value="0"/>
Total Rented Units	<input type="text" value="0"/>

Step 5 – Capital Outlay FTE Enrollment

In step 5 of Section 4, the school enters the applicable FTE data as shown below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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Section 4 - Facilities

Step 5 of 6 - Capital Outlay FTE Enrollment

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

This section of the Facilities section focuses upon Capital Outlay (COFTE) Enrollment. Please provide the information requested below.

Capital Outlay FTE Enrollment

COFTE Breakdown	COFTE Totals
Total Elementary COFTE	0
Total Middle COFTE	119
Total Senior High COFTE	0
Total COFTE	119

Section 5 – Revenue & Expenditures

Section 5 contains 4 steps – 3 revenue steps and 1 expenditure step. The school enters total values, and the website calculate 'per student' values based on student enrollment data.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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Section 5 - Revenue & Expenditures

Section Overview

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

In this section you will be providing information pertaining to your school's revenue and expenditures for the specified school year.

Subsection Description (4 total)	Item Comp	District Rev Comp
<input type="checkbox"/> State and Local Revenue Provide dollar values for the various sources of state and local revenue received by your school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Special Revenue Provide dollar values for special revenue such as Federal charter school grants, donations, and fundraising.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Federal Categoricals Provide dollar values for revenue received from Federal sources for programs such as Title I, Exceptional Education, and food services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Special Revenue Provide dollar values for money spent by your school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Section Conclusion When all steps within this have been completed, the Section Conclusion step allows you to formally signify that all requirements within the section have been finished.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Step 1 – State and Local Revenue

In step 1 of Section 5, the school enters State and Local revenue amounts, as shown in the illustration below (this illustration shows only a partial page).

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transport
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Section 5 - Revenue & Expenditures

Step 1 of 4 - State and Local Revenue

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

In this step, please provide the breakdowns below for all state and local revenue received by your school.

Please note that values in the Dollars Per Student column will not be updated until the step is saved.

State and Local Revenue

Per Student values are based on an enrollment of 117 students.
 Student enrollment data is based on data maintained by your district.

Revenue Type	Total Dollars	Dollars Per Student (read only)
Florida Education Finance Program	\$ 406,365.00	\$ 3,473.21
Discretionary Millage Funds	\$ 32,349.00	\$ 276.49
Discretionary Tax Equalization Allocation	\$ 0.00	\$ 0.00
Transportation	\$ 14,668.00	\$ 125.37
Food Services - State Support	\$ 0.00	\$ 0.00
Discretionary Lottery Funds	\$ 4,830.00	\$ 41.28
Instructional Materials	\$ 11,517.00	\$ 98.44
Instructional Technology	\$ 2,128.00	\$ 18.19

Step 2 – Special Revenue

In step 2 of Section 5, the school enters values for two types of special revenue, donations/fundraising and Federal charter school grant(s). See below.

Section 5 - Revenue & Expenditures

Step 2 of 4 - Special Revenue

Charter School Accountability Report entered by the school.
 This section has been completed by the school.
 District comments for this step have been completed.
 District comments for this section have been completed.

In this step, please provide the breakdowns below for all special revenue received by your school.

Please note that values in the Dollars Per Student column will not be updated until the step is saved.

Special Revenue

Per Student values are based on an enrollment of 117 students.
 Student enrollment data is based on data maintained by your district. ←

Revenue Type	Total Dollars	Dollars Per Student (read only)
Donations and Fundraising	\$ 110,516.00	\$ 944.58
Federal Charter School Grant	\$ 0.00	\$ 0.00

Revenue Summary

Revenue/Expense Category	Total Dollars	Dollars Per Student
Total State and Local Revenue	1,136,688.00	9,715.30
Total Special Revenue	110,516.00	944.58 ←
Total Federal Categoricals	9,241.00	78.99
Total Revenue	1,256,445.00	10,739.28
Total Expenditures	1,928,334.00	16,481.50
Net Revenue / (Deficiency)	-671,889.00	-5,742.64

= The report step has not been completed - data may be incomplete.

The student enrollment summary for the school is displayed on every page within the Revenue & Expenditures Section as a reference to the school.

An overall Revenue Summary is displayed on each page within the section to serve as a 'reality' check for the schools.

Step 3 – Federal Categoricals

In step 3 of Section 5, the school enters Federal revenue amounts as shown below.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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<< Go Back to Step 2
Return to Main Menu
Continue to Step 4 >>

Section 5 - Revenue & Expenditures

Step 3 of 4 - Federal Categoricals

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

In this step, please provide the breakdowns below for all Federal Categoricals.

Federal Categoricals

Per Student values are based on an enrollment of 117 students.
 Student enrollment data is based on data maintained by your district.

Revenue Type	Total Dollars	Dollars Per Student (read only)
Exceptional Education	\$ 9,241.00	\$ 78.98
Title I	\$ 0.00	\$ 0.00
Food Service	\$ 0.00	\$ 0.00

Step 4 – Expenditures

In step 4 of Section 5, the school enters all expenditure data for the year. See the illustration below for a screen shot (this is a partial page).

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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<< Go Back to Step 3
Return to Main Menu
>> Continue to Section Conclusion

Section 5 - Revenue & Expenditures

Step 4 of 4 - Expenditures

Charter School Accountability Report

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

In this step, please provide the expenditure information requested below.

Expenditures

Per Student values are based on an enrollment of **117** students.
 Student enrollment data is based on data maintained by your district.

Expenditure Type	Total Dollars	Dollars Per Student (read only)
Instruction	\$ 357,014.00	\$ 3,051.40
Instructional Support	\$ 1,172.00	\$ 10.02
School Administration	\$ 158,396.00	\$ 1,353.81
Governing Board and Legal Services	\$ 9,093.00	\$ 77.72
Facilities Acquisition and Construction	\$ 0.00	\$ 0.00
Fiscal Services	\$ 1,722.00	\$ 14.72
Central Services	\$ 0.00	\$ 0.00
Food Services	\$ 10,336.00	\$ 88.34
Pupil Transportation Services	\$ 47,350.00	\$ 404.70
Operation of Plant	\$ 86,806.00	\$ 741.93

Section 6 – Goals & Achievements

Section 6 contains only one step. In this single step, the school enters all goals and resulting outcomes.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
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[Return to Main Menu](#) [Begin Section >>](#)

Section 6 - Goals & Achievements

Section Overview

This step has been completed by the school.
 This section has been completed by the school.
 District comment(s) for this step have been completed.
 District comment(s) for this section have been completed.

In this section, you will provide information about your student curriculum goals.

Subsection Description (1 total)	Item Complete	Dist. Rev. Complete
<input type="checkbox"/> Goals and Outcomes Provide detailed descriptions of all of your school's goals and their outcomes this year.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Section Conclusion Provide detailed descriptions of all of your school's goals and their outcomes this year.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Step 1 – Goals & Outcomes

In step 1 of Section 6, the school enters goals and their outcomes. If the goal was met, a green check will appear, otherwise a red X will visually signify that a goal was not met.

Goals and Outcomes	
<p>✓ Goal Description Satisfy a minimum of 95% of the criteria as indicated by the NCLB.</p> <p>Goal Baseline 100</p> <p>Goal Projection 95</p> <p>Goal Outcome 100</p>	<p>Was this goal met? Yes</p>
<p>✓ Goal Description Meet or exceed the school grade of area middle schools serving a similar pop.</p> <p>Goal Baseline A</p> <p>Goal Projection A</p> <p>Goal Outcome A</p>	<p>Was this goal met? Yes</p>
<p>✓ Goal Description Meet or exceed the FI Writes grade of area middle schools serving similar pop.</p> <p>Goal Baseline 3.4</p> <p>Goal Projection 3.8</p> <p>Goal Outcome 3.8</p>	<p>Was this goal met? Yes</p>
	<p>Was this goal met?</p>

Section 7 – Transportation

Section 7 is short, with only one step. In this single step, the school enters the percentage of students who depend on school-provided transportation, and the means by which the transportation is provided.

Report Summary	School Information	Student Information	Personnel Information	Facilities	Revenue & Expenditures	Goals & Achievements	Transportation
						Return to Main Menu	Begin Section >>
Section 7 - Transportation							
Section Overview							
<p><input checked="" type="checkbox"/> This step has been completed by the school. This section has been completed by the school. District comment(s) for this step have been completed. District comment(s) for this section have been completed.</p>							
<p>In this section, you will provide information Charter School Accountability Report on means and usage.</p>							
Subsection Description (1 total)						Item Compl	District Review Compl
<p><input type="checkbox"/> Usage and Means (Step 1) Provide data for the percentage of your students who depend on school-provided transportation and the means of transportation offered by your school.</p>						<input type="checkbox"/>	<input type="checkbox"/>
<p><input checked="" type="checkbox"/> Section Conclusion When all steps within this have been completed, the Section Conclusion step allows you to formally signify that all requirements within the section have been finished. This option will only become available when all steps have been completed.</p>						<input type="checkbox"/>	<input type="checkbox"/>

Charter School Question & Answer Forum

The Q&A Forum is a great way for schools, districts, and the Office of Independent Education and Parental Choice to interact. Using the Q&A Forum, questions can be asked by one entity and answered by another. From a logic standpoint, questions can be initiated as follows:

- From a charter school to its district
- From a charter school to the Office of Independent Education and Parental Choice
- From a district to any of its schools
- From a district to the Office of Independent Education and Parental Choice
- From the Office of Independent Education and Parental Choice to any school
- From the Office of Independent Education and Parental Choice to any district

Appendix F

6A-6.0783 District School Board Exclusive Authority to Sponsor Charter Schools.

The procedures for applying for exclusive authority to the State Board of Education under provisions of Section 1002.335, F.S., shall be as follows:

(1) A written resolution adopted by the district school board and indicating intent to retain exclusive authority to authorize charter schools within the geographic boundaries of the district must be submitted by the district school board on or before March 1 of the fiscal year prior to the year exclusive authority is to be in effect. The written resolution shall be submitted to the Agency Clerk for the Department of Education, Room 1514, 325 West Gaines Street, Tallahassee, Florida 32399-0400. Revisions to the initial application for exclusivity which was due March 1, 2007, must be received by the Agency Clerk within seven (7) days of the effective date of this rule.

(a) A written description addressing the factors that will be considered by the State Board of Education in making a decision to grant exclusive authority must accompany the district school board resolution.

(b) All submitted documents shall be on 8 1/2 x 11 inch paper, single spaced, one-sided and unbound. Typewritten text must be no smaller than eleven (11) pitch spacing. Margins shall be no less than one inch at the top, bottom, left, and right. Page size, spacing, font size, and margin requirements do not apply to copies of pre-existing documents. The resolution, written description and supporting documents together shall be no more than one thousand (1,000) pages. All pages after the first one thousand (1,000) pages will not be reviewed. One (1) copy of the documents shall be submitted. The page number limit does not apply to copies of all district sponsored charter contracts. One current, unbound, and one-sided copy of each contract must be submitted. The written description shall include a table of contents specifying where the documentation supporting each factor being reviewed is located in the supporting documents. All pages shall be numbered from one (1) to a maximum of one thousand (1000) with the page number appearing on the bottom of each page.

(c) A copy of the resolution, written description, and supporting documentation must be given to each currently operating charter school sponsored by the district on or before submission to the State Board of Education and proof of such action provided to the State Board when submitting the application.

(d) The Department will confirm in writing receipt of the application and will inform the school district if the application fails to meet the procedural requirements of this subsection. The Department will accept a district's revised application if it is received before the deadline as established in subsection (1) of this rule.

(2) Currently operating charter schools sponsored by the district may provide written documentation of concerns or support prior to the State Board of Education granting exclusive authority.

(a) The written documentation must be sent to the district school board on or before submission to the State Board of Education and proof of such action provided to the State Board upon submission of the written documentation.

(b) This written input must be received by the Agency Clerk for the Department of Education, Room 1514, 325 West Gaines Street, Tallahassee, Florida 32399-0400, within fourteen (14) days from the date the copy of application for exclusive authority was received by the charter school.

(c) The written documentation should address issues concerning sponsorship practices by the district school board over its charter schools during the four (4) years prior to the district school board's submission of the application for exclusive authority and be applicable to the review by the State Board of Education.

(d) All submitted documents shall be on 8 1/2 x 11 inch paper, single spaced, one-sided and unbound. Typewritten text must be no smaller than eleven (11) pitch spacing. Margins shall be no less than one (1) inch at the top, bottom, left, and right. Page size, spacing, font size, and margin requirements do not apply to copies of pre-existing documents. The documentation shall be no more than three hundred (300) pages. All pages after the first three hundred (300) pages will not be reviewed. One (1) copy of the documentation shall be submitted. The submitted documents shall include a table of contents specifying which factors are being addressed and where within the supporting documentation they are addressed. All pages shall be numbered from one (1) to a maximum of three hundred (300) with the page number appearing on the bottom of each page.

(e) The Department will confirm in writing receipt of the written input and will inform the charter school if its submission fails to meet the procedural requirements of this subsection.

(3) Before granting exclusive authority to a district school board to sponsor charter schools within the geographic boundaries of the school district, the State Board of Education shall hold a public hearing which shall be noticed in the Florida Administrative Weekly. At the public hearing, the district and currently operating charter schools sponsored by the district may provide input as to whether the district school board has provided fair and equitable treatment to its charter schools during the four (4) years prior to the

district school board's submission of the resolution. Requests to speak must be received by the Agency Clerk for the Department of Education, Room 1514, 325 West Gaines Street, Tallahassee, Florida 32399-0400, seven (7) days prior to the scheduled hearing. Each district will be allowed ten (10) minutes for testimony and one (1) representative from each charter school requesting to speak will be given five (5) minutes each.

(4) Based upon the testimony and according to statutory requirements, should the State Board of Education determine a district has provided fair and equitable treatment to its charter schools during the four (4) years prior to the district school board's submission of the application for exclusive authority, the State Board of Education shall grant exclusive authority to authorize charter schools within the geographic boundaries of the school district to the district school board for one (1) year.

(5) The State Board of Education's review of an application for exclusive authority shall at a minimum include the following:

(a) Compliance with all provisions of Section 1002.33, F.S. as demonstrated by policies, procedures, and other documentation to include the following:

1. Charter school application, review, and appeals,
2. Unlawful reprisal,
3. Sponsor duties,
4. Charter contract, negotiation, and conflict resolution,
5. Charter school performance and accountability,
6. Charter renewal, nonrenewal, and termination,
7. Timely payment and reimbursement of eligible funds to charter schools,
8. Administrative and educational services provided to charter schools,
9. Equal, onsite access to student information systems (including hardware, software, and connectivity) used by other public schools located in the district,
10. Charter school student participation in district interscholastic extracurricular activities as defined in Section 1006.15(3)(d), F.S., and
11. Background screening of charter school employees.

(b) Compliance with full and accurate accounting practices and charges for central administrative overhead costs as evidenced by:

1. Program cost reports and other clarifying documents,
2. Audits and annual accountability reports submitted for the years covered in the application for exclusive authority, and
3. Invoices and charges to sponsored charter schools for administrative services.

(c) Compliance with requirements allowing charter schools to purchase services at the actual cost to the district as evidenced by:

1. Services provided to charter schools in the district and the associated costs,
2. Explanation of the process of calculating the costs to charter schools, and
3. Explanation of the calculation of actual costs to the sponsor.

(d) Documentation of the absence of a district school board moratorium regarding charter schools and the absence of district wide charter school enrollment limits.

(e) Compliance with valid orders of the State Board of Education related to charter schools as evidenced by policies, correspondence, plans or other documentation showing district adherence.

(f) Provision of assistance to charter schools in meeting their facilities needs by including those needs in local bond issues or otherwise providing available land and facilities that are comparable to those provided to other public school students in the same grade levels within the district as evidenced by:

1. Documentation of financial resources for facilities provided to charter schools and to other public schools in the district,
2. Assistance to charter schools which may include charter school capital outlay,
3. Details regarding the cost of land, facilities, renovation, maintenance, and other allowable uses of capital outlay funds for the district and the amount provided to charter schools, and
4. Annual financial reports and supporting documents regarding assistance to charter schools to meet their facilities needs.

(g) Distribution of a pro rata share of federal and state grants received by the district school board and sent to charter schools as documented by the following:

1. Amount appropriated to charter schools and other public schools in the district, and
2. Rationale used to determine the amounts for charter and other public schools for each state and federal grant.

(h) Provision of adequate staff and resources to serve charter schools authorized by the district school board at a cost that does not exceed the actual cost of the district school board as documented by:

1. An accounting of services provided, and
2. Calculations to show that fees were not more than the actual cost to the district.

(i) Documentation of policies and practices to demonstrate the district does not limit individual charter school enrollments, except as provided by law.

(j) Compliance with the provision of an adequate number of educational choice programs to serve students exercising their right to transfer pursuant to Public Law 107-110, the No Child Left Behind Act of 2001.

(k) Documentation of a history of charter school approval that encourages chartering.

1. Policies, communication, reports, or other documentation to show the district history of the charter school approval process.
2. Appeal history with the Charter School Appeal Commission and the State Board of Education.

(6) The process for evaluating the applications will consist of the following:

(a) The review team shall be appointed by the Commissioner of Education and composed of individuals with knowledge in education, finance, governance, and academic accountability.

(b) The review team shall evaluate each application using the District Exclusive Authority Application Review Rubric, which is hereby incorporated by reference to become a part of this rule. The effective date of the District Exclusive Authority Application Review Rubric shall be the same as the effective date of this rule.

(c) The review team shall review the application for exclusive authority and the charter school input within sixty (60) days of the application deadline as established in subsection (1) of this rule.

(d) The review team's findings will be consolidated and presented to the State Board of Education for consideration.

(7) A grant of exclusive authority will be effective for the fiscal year following the application deadline as established in subsection (1) of this rule. The period of exclusive authority will begin on July 1 (beginning of the fiscal year) of the same calendar year as exclusive authority was granted and end on June 30 (end of the fiscal year) of the next calendar year.

(8) A party may challenge the granting of exclusive authority by filing a notice of challenge within thirty (30) days after the State Board of Education grants exclusive authority and may appear before the State Board to address the issues presented in the challenge.

(a) The notice shall be filed with the Agency Clerk for the Department of Education, Room 1514, 325 West Gaines Street, Tallahassee, Florida 32399-0400, and must be accompanied by a written description detailing the specific basis for the challenge.

(b) At the time of filing notice with the State Board of Education, the challenging party shall provide a copy of the notice of challenge and the specific written description to the district school board that has been granted exclusive authority.

(c) The district school board may appear before the State Board of Education and respond in writing to the challenge. Written responses must be received by the Agency Clerk for the Department of Education ten (10) days prior to the State Board of Education meeting at which the appeal will be considered by the State Board.

(d) The State Board of Education shall make a determination on the challenge within sixty (60) days after receiving the notice of challenge.

Specific Authority 1002.335(14) FS. Law Implemented 1002.335 F.S. History—New 7-25-07.

6A-6.0781 Procedures for Appealing a District School Board Decision Denying Application for Charter School.

The procedures for filing and reviewing all appeals to the State Board of Education under provisions of Chapter 96-186, Laws of Florida, shall be as follows:

(1) Within thirty (30) days after the date of a decision of a district school board which denies an application for a Charter School, the applicant may file a written notice of appeal with the Agency Clerk for the Department of Education in Room 1702, The Capitol, Tallahassee, Florida. Copy of the notice of appeal shall be sent to the school board and to each member of the State Board of Education by the applicant on date of filing with the Agency Clerk.

(a) The notice of appeal must include: name and address of applicant; name and address of the school board; date of the school board decision; name and address of applicant's attorney, if any; precise identification of alleged errors of the district school board in rejecting the Charter School application; and written argument limited to specific alleged errors of the school board.

(b) The Charter School application together with available transcripts of all meetings before the district school board in which the application was considered shall be filed as exhibits to the notice of appeal.

(c) Within ten (10) days after filing notice of appeal the school board shall file with the Agency Clerk and submit to each member of the State Board of Education its written arguments limited to the specific alleged errors of the school board as identified in the notice of appeal. Such written arguments required from both parties shall not exceed twenty (20) pages exclusive of any addendum. Information provided in an addendum shall be limited to the actual Charter School application presented to the local board and the transcripts of meetings of the local boards' actions. Written arguments may be produced by any duplicating or copying process which produces a clear black image on white paper. All written arguments shall be on 8 1/2 · 11 inch paper, double spaced, except quoted material and footnotes, and bound at the top left corner. Typewritten text, including footnotes must be no smaller than ten (10) pitch spacing, and there must be no more than twenty-six (26) lines of text per paper. Margins shall be no less than one inch at the top, bottom, left and right.

(d) Failure to meet the requirements herein specified may cause rejection of the submission by the State Board.

(e) The Charter School application, transcripts of meetings before the district school board, and written arguments of the parties shall constitute the record on appeal.

(2) Upon receipt of a timely filed notice of appeal by a Charter School applicant, in accordance with accelerated appeal time constraints as set forth in Chapter 96-186, Laws of Florida, the Agency Clerk shall immediately schedule the matter on the next public meeting agenda of the State Board of Education to be considered within thirty (30) days after filing notice of appeal, with notice to the applicant and the school board of that hearing date. At the hearing before the State Board of Education, each party will be given a maximum of thirty (30) minutes to allow representative(s) to summarize the written arguments previously submitted to the State Board. No evidence or testimony, only oral argument, will be heard by the State Board at this time.

(3) Upon reviewing the record and hearing oral summaries of written arguments, if presented, the State Board shall then proceed by majority vote to either accept or reject the decision of the district school board and shall then remand the application to the district school board with its written recommendation that the district board approve or deny the application consistent with the State Board's decision.

Specific Authority 229.053(1) FS., Chapter 96-186, Laws of Florida. Law Implemented Chapter 96-186, Laws of Florida. History—New 2-2-97.

Appendix G

Charter School Revenue Estimate Worksheet Instructions

Open the attached excel workbook and proceed according to these directions:

1. Select "All charter school calculator" tab on the excel workbook.
2. **BE SURE** to enter your district number in cell A1. (These sheets are currently set to District #1.)
Only by entering the correct number will you be able to pull in the district-appropriate data from the feeder sheets.
*You can find your district number on the tab called "Calc Detail" (2nd tab).
Columns A & B on that sheet list the district name preceded by the district number.*
3. Check the line under the heading to be sure that the sheet pulls in your district name just above the #1. If the district name does not reflect your district, press F9 to initiate the indexing of the data and check again for the correct district name.
4. Enter your annualized FTE (full-time equivalent) in section 1, column (b), Number of FTE.
(Column for data entry is headed in red.)
5. Re-enter the ESE FTE from programs 111, 112, and 113 into section 2, by appropriate grade and matrix level. (Column for data entry is headed in red.)
6. The bottom line should calculate automatically, if not, press F9 again to initiate the calculation.

Revenue Estimate Worksheet for _____ Charter School

Based on the Third Calculation of the FEFP 2007-08

School District: **Alachua**

1. 2007-08 FEFP State and Local Funding

Base Student Allocation \$4,134.95 District Cost Differential: 0.9822

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2007-08 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3		1.048	0.0000	\$ -
111 Basic K-3 with ESE Services		1.048	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12		1.066	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.066	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.625	0.0000	\$ -
ESE Level 4 (Grade Level 4-8)		3.625	0.0000	\$ -
ESE Level 4 (Grade Level 9-12)		3.625	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.062	0.0000	\$ -
ESE Level 5 (Grade Level 4-8)		5.062	0.0000	\$ -
ESE Level 5 (Grade Level 9-12)		5.062	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.200	0.0000	\$ -
ESOL (Grade Level 4-8)		1.200	0.0000	\$ -
ESOL (Grade Level 9-12)		1.200	0.0000	\$ -
300 Career Education (Grades 9-12)		1.119	0.0000	\$ -
Totals	0.00		0.0000	\$ -

ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation.		PK-3	251	\$ 975	\$ -
Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	252	\$ 3,147	\$ -
		PK-3	253	\$ 6,422	\$ -
		4-8	251	\$ 1,093	\$ -
		4-8	252	\$ 3,265	\$ -
		4-8	253	\$ 6,540	\$ -
		9-12	251	\$ 778	\$ -
		9-12	252	\$ 2,950	\$ -
		9-12	253	\$ 6,225	\$ -
Total FTE with ESE Services	0.00			Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:				
District SAI Allocation divided by district FTE (with eligible services)	\$ 8,907,982		Per Student	
		27,569.02	\$ 323.12	\$ -

4. Reading Allocation:
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ -

Class size Reduction Funds:	Weighted FTE aggregated from input in Section 1	DCD	Allocation factors	
	PK - 3	0.0000	X 0.9822 X	987.08 = 0
	4-8	0.0000	X 0.9822 X	942.45 = 0
	9-12	0.0000	X 0.9822 X	944.73 = 0
	Total	0.0000		Total Class Size Reduction Funds \$ -

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>0.0000</u>	by district's WFTE:	<u>29,968.55</u>		
to obtain school's WFTE share.					<u>0.0000%</u>
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>27,569.02</u>		
to obtain school's UFTE share.					<u>0.0000%</u>
6C. Divide school's High School Unweighted FTE (UFTE) total computed					
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>27,569.02</u>		
to obtain school's UFTE share.					<u>0.0000%</u>
		Refer to Note:			
7. Other FEFP (WFTE share)		(a)	<u>2,423,966</u>	x	<u>0.0000%</u>
Applicable to all Charter Schools:					\$ -
Declining Enrollment	1,433,774				
Sparsity Supplement	0				
Minimum Guarantee	0				
Program Related Requirements:					
Safe Schools	990,192				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		(d)	<u>9,077,385</u>	x	<u>0.0000%</u>
9. Discretionary Millage Equalization Allocation .25 mills (UFTE share)		(b)	<u>0</u>	x	<u>0.0000%</u>
10. Discretionary Millage Compression Allocation .51 mills (UFTE share)		(b)	<u>3,068,432</u>	x	<u>0.0000%</u>
11. Discretionary Lottery (WFTE share)		(a)	<u>1,363,267</u>	x	<u>0.0000%</u>
12. Instructional Materials Allocation (UFTE share)		(b)	<u>2,706,226</u>	x	<u>0.0000%</u>
Science Laboratory Materials (high school only)		(c)	<u>44,467</u>	x	<u>0.0000%</u>
Dual Enrollment Instructional Materials Allocation (See footnote h below)					
13. Student Transportation		(e)			
14. Florida Teachers Lead Program Stipend		(f)			
15. Food Service Allocation		(g)			
16. Performance Pay Plan Funds to be distributed at a later date.					

NOTES: **Total** \$ -

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (c) District allocations multiplied by percentage from item 6C.
- (d) Proceeds of millage levy multiplied by percentage from item 6A.
- (e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (f) Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) As provided in the 2007 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 501 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 500 students, divide the school population into 500. Multiply that fraction times the funds available, then times 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Appendix H

FLORIDA STATE BOARD OF EDUCATION
K-20 Education Strategic Plan
 (As Refined by the SBE in May 2006)

Strategic Imperative	21 Strategic Plan Performance Measures (25 with Development Measures)	<p>Strategic Plan measures are: high priority, based in scope and depth, measurable and trend data, deliverable, target measurable with time action, available benchmark data.</p> <p>Development measures are: new or important indicators, incomplete, demanding back-cast or trend data to determine appropriate Tier classification, actionable, measurable, appropriate benchmark and targets. Development measures may soon become SP measures depending on data trends and targets.</p> <p>Monitoring measures (not shown) may be added to the Strategic Plan if targets are not consistently met.</p>
1 Teachers	<p>New Hires: Increase the number of teachers to meet instructional demands. (1.1.a.)</p> <p>Teacher Retention: Increase the retention of teachers in Florida. (1.2.a.)</p> <p>Differentiated Pay: Annually increase the total bonus earned by teachers based on student achievement. (1.3.a.)</p> <p>"Highly-Qualified" Teachers: Increase the percent of core courses taught by teachers who meet NCLB highly-qualified criteria. (1.1.b.)</p> <p>High-Performing Teachers: Increase the number of high-performing teachers in Florida. (1.3.b.)</p>	
2 Standards	<p>Sunshine State Standards: Revise Sunshine State Standards on an established cycle. (2.1.a.)</p> <p>Science FCAT: Include Science FCAT scores as a component of school grades. (2.1.b.)</p> <p>Middle and High School Standards: Improve student retention and progression rates through middle and high school. (2.2.a.)</p>	
3 Students	<p>Student Proficiency: Improve the proficiency of grade 3-10 students in reading, math and writing. (3.1.a.)</p> <p>Closing the Gap: Increase the progress of subgroups toward meeting proficiency at a rate faster than the overall state average. (3.1.b.)</p> <p>High School Graduation: Increase the percent of high school graduates. (3.2.a.)</p> <p>College Path Success: Increase the proportion of students in a cohort who have completed an Associate degree or have transferred to another institution in a program leading to a degree, tracked from the point at which they had completed one term of college-level work, reported at annual intervals out to six years. (3.2.c.)</p> <p>Credential Attainment: Improve credential attainment in adult and career education programs: (1) Adult General Education Programs (GED and Adult High School); and (2) Career-Technical Certificate Programs. (3.2.d.)</p> <p>Blind Services Customers: Improve the success rates of Blind Services Customers. (3.5.a.)</p> <p>Vocational Rehabilitation Customers: Improve the number of Vocational Rehabilitation customers who achieve successful employment outcomes after developing a plan for employment. (3.5.b.)</p> <p>VPK Participation: Increase the VPK participation rates. (3.4.a.)</p> <p>Kindergarten Readiness: Increase the number and percent of children who are "ready for kindergarten" upon completion of VPK. (3.4.b.)</p>	
4 Leaders	<p>K-12 School Leadership: Increase the number of school administrator Leadership Training Opportunities. (4.1.a.)</p>	
5 Choice	<p>Quality Choice Options: Increase participation in choice options available to students through federal, state and district choice programs: (1) Students Using Options by Program; and (2) Students Using Options by District. (5.1.a.)</p> <p>High Performing Charter Schools: Increase the number and percentage of high performing charter schools and the students attending them: (1) "A" or "B" Charter School Institutions; and (2) Students in "A" or "B" Charter Schools. (5.2.a.)</p>	
6 Workforce	<p>Workforce Education Program Placements: Increase the percent of placements from High Skill/High Wage and Targeted Occupations List programs. (6.1.a.)</p>	
7 ROI	<p>ROI Action Plan: Increase the ratio of student achievement relative to financial resources. (7.2.a.)</p> <p>Disaster Preparedness: Ensure all school districts, public schools, workforce centers, community colleges, and DOE have emergency operations plans compliant with National Incident Management System (NIMS). (7.3.a.)</p> <p>Postsecondary ROI Plans: Develop and present to the State Board a plan for collecting and reporting postsecondary ROI data, including baseline data for workforce, community colleges and state universities. (7.2.b.)</p>	
8 Access	<p>Postsecondary Continuation Rate: Increase postsecondary continuation rate of high school standard graduates (within 1 year following high school graduation). (8.1.a.)</p> <p>Student Transitions in Adult General and Career Education: Increase the percentage of Adult General Education and Career Education students who transition to high level educational programs and/or who improve their economic self-sufficiency as measured by employment. (8.1.b.)</p>	

K-20 Mission and Goals

Section 1008.31, Florida Statutes, establishes the mission and goals of Florida's K-20 education system:

Mission:

“Increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.”

Goals:

1. Highest Student Achievement
2. Seamless Articulation and Maximum Access
3. Skilled Workforce and Economic Development
4. Quality Efficient Services

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **7830-Mandatory_Budget_Narrative.pdf**

Budget Narrative

The Florida Department of Education is requesting an award of more than 16.8 million dollars for the first year of a three-year grant. Over sixteen million of the funds requested under this application will be used to expand the number of high-quality charter schools through subgrants. The project budget is reflective of the way Florida proposes to expend the grant funds to accomplish this overall goal.

Charter school applicants are to be awarded funds to plan and open schools based on a peer review competitive process. While chartering is an educational innovation which allows schools to support unique activities and interventions aimed at improving the academic achievement of its students, we propose additional incentive awards allocated to new secondary charter schools which develop special programs such as career academies to prepare and excite students who are at greatest risk of dropping out. Applicants for planning, design and implementation subgrants meeting secondary school criteria will be allowed to apply for a portion of the \$500,000 annual incentive award to encourage the development of specialized secondary programs to assist students in meeting state academic standards.

Department staff identified in the grant budget are needed to assist in the administration of the grant funds as well as gathering and reporting on data collected during periodic reviews, regular monitoring visits and evaluation of charter schools. Charter schools in Florida are required to annually report progress to their sponsor which forwards the report containing demographic information, student performance data and financial accountability information to the Department of Education. The Office of Independent Education and Parental Choice (IEPC) is the portal for information, training, and technical assistance provided to charter schools. IEPC staff positions are included in the grant to assist in creating and maintaining an updated information avenue to keep current and prospective school operators, stakeholders and authorizers aware of state level policy and opportunities, including

the availability of state and federal funds and training. Staff will visit schools in need of assistance to monitor grant funds, if applicable, and offer resources to assist schools in attaining financial stability.

Travel costs included in our proposed budget allow staff to participate in conferences and workshops to receive and deliver training and for site visits to assist and monitor schools. These activities support our goal of fostering an atmosphere in Florida where schools can have autonomy to operate and be free to deliver programs which provide an additional avenue for student achievement. Travel is performed and reimbursed only as provided by law (Section 112.061, Florida Statutes), the Rules of the Department of Financial Services (Chapter 3A-42, FAC.), State Comptroller Memorandums and Department of Education policies and procedures.

To determine the degree to which the performance measures and outcomes are accomplished, we are contracting with a respected project evaluator through the University of South Florida. This project evaluator has worked in conjunction with the Department of Education on similar projects and is currently involved in collecting and analyzing data to determine the success of other choice programs in Florida. The partnership with this evaluation team is cost effective and will widen the collection and analysis of quantitative and qualitative data. We also plan to use contractual arrangements to provide training from sources recognized for their expertise in the charter school model and areas important to the development and operation of schools that are not available through in-house sources.

CHARTER SCHOOLS PROGRAM GRANT BUDGET

Detail and Narrative					
Budget Items	Justification	Year 01	Year 02	Year 03	Total
1. Personnel - Salary		\$134,392	\$137,756	\$141,201	\$413,349
Director (1.0 FTE)	Years two and three are reflective of a 2.5% salary increase. <u>Director.</u> The person in this position will manage the Charter Schools Program Grant and will coordinate with a variety of stakeholders including those planning and operating charter schools and authorizers to ensure achievement of grant objectives and compliance with federal grant requirements.	\$52,752	\$54,075	\$55,427	\$162,254
Program Specialist (1.0 FTE)	<u>Program Specialist.</u> This staff member provides technical assistance regarding grant requirements and allowable expenditures; responds to questions from sub-grantees, school district contacts and other stakeholders; assists with the determination, calculation, notification and release of approved sub-grant budget allocations to charter school grantees; and reviews sub-grant documents to ensure compliance with grant requirements and restrictions, including on-site monitoring.	\$31,292	\$32,074	\$32,876	\$96,242

<p>Program Specialist (1.0 FTE)</p>	<p><u>Program Specialist.</u> This staff member provides technical assistance to school districts, charter school applicants and operators, parents, agencies and other stakeholders regarding public charter schools. Additional responsibilities are to coordinate and facilitate public meetings, workshops and conferences, track and maintain files for charter school annual reports, financial audits and general charter school statistical information.</p>	<p>\$40,920</p>	<p>\$41,943</p>	<p>\$42,992</p>	<p>\$125,855</p>
<p>Program Specialist (.25 FTE)</p>	<p><u>Program Specialist.</u> The staff member will assist with records management and preparation and dissemination of reports, forms, memorandums and other documents to charter schools and other stakeholders.</p>	<p>\$9,428</p>	<p>\$9,664</p>	<p>\$9,906</p>	<p>\$28,998</p>
<p>2. Fringe Benefits (3.25 FTE)</p> <p>Included are retirement, social security, health insurance, life insurance and disability insurance calculated at 33.89% of base salary.</p>	<p>Years two and three are reflective of a 2.5% base salary increase.</p>	<p>\$45,545</p>	<p>\$46,685</p>	<p>\$47,853</p>	<p>\$140,083</p>

3. Travel	<p>Travel necessary to participate in conferences and workshops and to provide technical assistance and monitoring of the grant. It will include airfare or vehicle rental, hotel, per diem at \$36 per day, and on-site transportation, if necessary.</p>	<p>Staff Travel: National: 2 members x 2 trips @ \$1,500 each = \$6,000 In-state: 4 members x 10 trips @ \$600 each = \$24,000 to provide technical assistance, training, monitoring visits and stakeholder meetings. Travel for the grant would be subject to all applicable rules and rates imposed by the State of Florida. Travel is performed and reimbursed only as provided by law (Section 112.061, Florida Statutes), the Rules of the Department of Financial Services (Chapter 3A-42, FAC.), State Comptroller Memorandums, Department of Education policies and procedures.</p>	\$30,000	\$30,000	\$30,000	\$90,000
4. Equipment	Office Equipment		\$8,000			\$8,000
5. Supplies	Paper and Miscellaneous Office Supplies	Supplies are approximately \$750 per person per year X 3.25 FTE	\$2,438			\$7,314

6. Contractual			\$16,550,000 \$16,200,000	\$16,550,000 \$16,200,000	\$16,550,000 \$16,200,000	\$49,650,000 \$48,600,000
Charter School Planning, Design, and Implementation Grants and Dissemination Grants	We plan to award an average of \$300,000 to approximately 50 applicants each year for a three year grant and issue an additional average incentive of \$50,000 each for up to 10 of those new schools. The incentive would be awarded to secondary schools; high schools developing at least one career academy, particularly those incorporating the national standards of practice or to middle schools articulating to academies. Award one and two-year dissemination grants, of no more than \$700,000 total each year to foster partnerships and for dissemination of best practices by successful charter schools.	Project Evaluator	\$150,000	\$150,000	\$150,000	\$450,000
Contracted Services	To contract for assistance with delivery of support services for charter schools, particularly external trainers and technical assistance in critical areas.		\$200,000	\$200,000	\$200,000	\$600,000
7. Construction			\$0	\$0	\$0	\$0

8. Other		\$34,000	\$34,000	\$34,000	\$34,000	\$102,000
Office expenses	Office expenses include items such as telephone, postage, shipping, freight, printing, reproduction services, copier use, equipment repairs, maintenance contracts, rent and subscriptions.	\$34,000	\$34,000	\$34,000	\$34,000	\$102,000
9. Total Direct Costs (excluding contractual allocations detailed in line #6)		\$254,375	\$250,879	\$255,492	\$255,492	\$760,746
10. Indirect Costs	Indirect cost negotiated rate for FLDOE is currently 17.7%	\$45,024	\$44,406	\$45,222	\$45,222	\$134,652
11. Training Stipends		\$0	\$0	\$0	\$0	\$0
12. Total costs plus contractual allocations in line #6.*		\$16,849,399	\$16,845,285	\$16,850,714	\$16,850,714	\$50,545,398