
Model Renewal Document

Florida Model Renewal Document Draft

7.11.2011

Note: This model renewal document presents the indicators, measures and metrics proposed for use in gauging schools' progress at the time of renewal. The document does not include specific targets or thresholds as it is anticipated individual authorizers will set those targets in alignment with local requirements. Renewal outcomes considered parallel those included in the model charter contract and include: student achievement outcomes, enrollment, teaching staff, finances, facilities and governance. Model forms for reporting some data are included at the end of the document.

I. STUDENT ACHIEVEMENT LEVEL

1. Proficiency Levels on State Assessments by Grades 3-11 for Reading, Math, Science, and Writing
 - Percentage of students scoring at proficiency
Target Proficiency:
 - Percentage of students scoring at each state performance level over the term of the charter contract
Achievement Levels 1, 2, 3, 4, 5 for Reading, Math and Science in grades 3-11;
Scores of 1, 2, 3, 4, 5, 6 for Writing
Percentage of students proficient in all subgroups over the term of the charter contract as defined by FL AYP
Target percentage: set by authorizer
2. Grades K-2 Achievement/Progress as determined by contract for Reading and Mathematics
Percentage of students making progress in reading and mathematics using assessments as determined by charter contract
Target percentage: set by authorizer
3. High School Grades Model (if applicable)
As defined in Florida new high school grades/accountability model
Target percentage: set by authorizer
4. High School Exit Exam (as phased in by the FLDOE with Next Generation Assessments)
 - Percentage of students passing/proficient over the term of the charter contract
 - Proficiency levels by grade, subject, and subgroup over the term of the charter contract
Target percentage: set by authorizer
5. End of Course Exit Exams
 - Percentage of students passing/proficient over the term of the charter contract
 - Proficiency levels by grade, subject, and subgroup over the term of the charter contract
Target percentage: set by authorizer

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6. Annual Gains for Same (Matched) Students

Matched:

- Student has prior year data (student is matched)
- Student's prior year data is from same school
- State Assessment Learning Gains
Target Gain: set by authorizer

School Study:

- Percentage of students achieving or exceeding targeted gains as reported by FLDOE
Disaggregated by subgroups
Target percentage: set by authorizer

7. Student Longitudinal Growth

- Student Study
Percentage of students making growth/learning gains across x number of years
Target percentage: set by authorizer

8. Criterion-Referenced Longitudinal Growth (Dependent on Resources and Individual Authorizer Needs)

- Percentage of students making growth to reach or maintain proficiency during a certain period of time
Target percentage: set by authorizer
- Percentage of students already proficient or advanced who maintain or improve their performance level
Target percentage: set by authorizer
- Percentage of students moving to a higher performance level
Target percentage: set by authorizer

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9. Postsecondary Access & Opportunity

- Percentage of students enrolled in a college-prep curriculum (based on state high school standards or admission standards for in-state public 4-year colleges)
Target percentage: set by authorizer

10. High School Completion

- Graduation rate calculated as recommended by the National Governors Association (# of students enrolled in 9th grade –transfers out of school/number of graduates 4 years later)
Target percentage: set by authorizer
- Graduation rate calculated by FLDOE
- Dropout rate

11. Postsecondary Admission

- Percentage of students gaining admission to postsecondary institutions (4-year and 2-year colleges, trade and apprentice programs)
Target percentage: set by authorizer

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II. Students

1. (a) Student Attendance

- Average Daily Attendance rate
- Percentage of students attending a target percentage of days; percentage for district and charter school
Target percentage: set by authorizer

1. (b) Student Attendance for Alternative Schools

- Average Daily Attendance rate
- Percentage of students attending a target percentage of days; percentage for district and charter school
Target percentage: set by authorizer

2. Student Enrollment

- Number and percentage by grade level
- Number and percentage by subgroup
Target Number/ percentage: set by authorizer

3. Continuous Enrollment Retention Statistics

For Example:

- Percentage of students continuously enrolled throughout the year
Target percentage: set by authorizer
- Percentage of students re-enrolled from one year to the next
Target percentage: set by authorizer
- Percentage of student continuously enrolled for three years
Target percentage: set by authorizer

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III. Human Resources (Administration and Faculty)

1. Highly Qualified Teachers
 - Certification
 - In-field and Out-of-fieldTarget percentage:

IV. Financial Accountability, Performance, & Sustainability

1. Student Enrollment
 - Actual student enrollment per count / Budgeted student enrollment
 - Enrollment Trends (F.S. 1002.345)
2. Liquidity & Sustainability (F.S. 1002.345; 7(10); 218.583)
 - (Current assets – Current liabilities) / Total expenses
 - Total unrestricted net assets / average monthly expenses (g(2); 7.10)
 - Planned Budget Priorities (9(h))
 - Financial Emergency / Recovery Plan
3. Internal Controls (F.S. 1002.33 9(h)(i))
 - Policy & Procedures (6A5)
 - FTE Reporting (17(a))
 - Redbook (9(g) 1.(1))
 - Accrual (ongoing revenue & expenditures) (9.K(2))
4. Financial Reports
 - Monthly/Quarterly Financial Reports (9.h(2))
 - Insurance Coverage (7(11))
 - Budget (F.S. 1002.33; 9.h)
 - Payroll Taxes (218.503 1.(c))
 - Annual Reports (7(10); 9(L))
 - Cost Reports (9.g(2))
 - Capital Outlay (1013.62)
5. Annual Audit (218.503; 218.39; 218.391; 218.583; 218.503; 9.3(b); 1002.33 9(g))
 - Absence of material or repeated audit findings in annual audit by qualified independent auditor
 - Financial Emergency / Recovery Plan

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V. Governance

1. Board Member Compliance with Training Requirements
 - Compliance of governance training requirements
 - Board Member membership and turnover in line with the board by-laws.
2. Setting Expectations
 - Percentage of short- and long-term academic and operating performance goals (for external accountability) that are SMART
 - i.e.: Specific
 - Measurable
 - Ambitious
 - Realistic, with Responsibility Assigned
 - Time-specific with Target Date
 - Board regularly sets, monitors and reports to the public progress on goals to measure academic, organizational and financial goals
3. Ethical Conduct
 - Compliance with authorizer-approved board policy governing ethical matters including conflicts of interest
 - Compliance with Jessica Lunsford Act
4. Regulatory and Reporting Compliance
 - Required corporate filings that are complete, accurate and on time
 - Absence of violations of any regulatory or reporting requirements
 - Title I requirements
 - DA Requirements as provided annually by FL DOE
5. Leadership Oversight and Evaluation
 - Clear lines of authority, responsibility, and reporting

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- In the case of Educational Service Provider (ESP), school leaders report as outlined in the charter contract
 - Board monitoring of school/ESP leadership performance, as appropriate, throughout the year
 - Annual evaluation of school/ESP leadership performance against established performance expectations (SMART goals)
 - SIP Accountability Plan in line with contract and managed by Board and School Leadership
6. Contract Management and Oversight
- Fulfillment of terms of charter contract
 - Effective management and oversight of all service contracts, including any contracts for education/management services, as evidenced by, at a minimum:
 - Clear, sound contracts that articulate roles and responsibilities;
 - academic and operational (as applicable) performance goals, measures, timelines and terms; and consequences for inadequate performance;
 - and Oversight that focuses on contractually-agreed performance outcomes and quality service
7. Public Accountability and Transparency
- Clear, accurate, regular communication by the school on its academic and operating performance to key constituencies and the public through a variety of means that maximize access and understanding, as defined in statute and charter contract
8. Securing the Future/Continuous Improvement
- Documented (in board minutes) board and leadership attention to significant changes in the school's environment including authorizing changes and legislative, regulatory and policy activity
 - Formal annual board review of performance and improvement against annual targets and long-term academic and operating performance goals
 - Measurable improvement in the school's academic and operating performance over time, aligned with the school's performance contract goals

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VI. Parent & Community Commitment

1. Satisfied Students and Parents
 - Re-enrollment ratio: School's rate of student re-enrollment from year to year
 - Enrollment Demand
 - Withdrawal patterns based on AYP subgroups
 - Results of parent / student satisfaction survey(Enrollment + Excess Demand) / School's Current Enrollment Capacity

2. Diversity of school as compared to the diversity of the community it serves.
 - Withdrawal patterns based on AYP subgroups
 - Student Information System report showing withdrawals/enrollments and FCAT levels
 - Recruitment and marketing practices to all subgroups as aligned with the charter contract

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VII. Charter Alignment

1. Exceptional Student Education

- Appropriate ESE staffing with required certification
- Number of students receiving ESE services under Section 504 of the Rehabilitation Act (Section 504)
- Number of ESE students withdrawn from school over the term of the contract broken down by year
- Timely completion of IEP staffing and renewals
- Compliance in ESE Audit (if applicable)
- Compliance with all federal, state and local regulations in the provisions of ESE services to students

2. Limited English Proficiency

- Compliance with home language surveys
- Number of identified English Language Learners broken down by year
- Appropriate Teacher certification with ESOL endorsement
- LEP Plan/Committee Compliance
- Compliance with all federal, state and local regulations in the provisions of ESOL services to identified students

3. Operational Considerations

- Evidence of an approved Transportation Plan that ensures transportation is not a barrier to enrollment
- Evidence of an approved Food Service Plan that ensures all students are provided meals that meet the requirements of the National Food Lunch Program
- Evidence of an appropriate School Facility that meets all requirements for health, safety and welfare

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VIII. Charter School Five Year Plan

Assschools submit your renewal documents, they must describe any changes proposed in the following areas (if renewed):

1. General Provisions
 - a. Changes in Mission, Vision & Focus
 - b. Education Program and Curriculum

2. Student Performance: Assessment and Evaluation
 - a. Changes in Assessment
 - b. Expected Outcomes
 - c. Methods of Measurement [How will outcomes be measured]
 - d. Assessments
 - e. State required assessments [pursuant to statute and State Board of Education rule]
 - f. Additional Assessments
 - g. SIP

3. Student Promotion
 - a. School student promotion policy.
 - b. Graduation Requirements

4. Students
 - a. Eligible Students
 - b. Grades Served
 - c. Class Size
 - d. Annual Projected Enrollment
 - e. Annual Capacity Determination
 - f. Admissions and Enrollment Plan
 - g. Maintenance of Student Records as Required by Statute
 - h. Exceptional Student Education
 - i. Dismissal Policies and Procedures

5. Finances
 - a. Planned long-term financing for the purpose of construction
 - b. 5 year projected budget
 - c. Detailed business plan if requesting contract term longer than 5 years

6. Facilities
 - a. Changes in location
 - b. Planned renovations
 - c. Construction

7. Operational Programs
 - a. Changes in Governance
 - b. Changes in Board Policies and Procedures
 - c. Changes in Staffing Plan

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Guidelines for a Renewal of a Public School Charter

Form 1: Public School Charter Renewal Document Certification Statement

Charter School Name: _____

School Address: _____
Street Address City Zip

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Governing Board; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Chair of Governing Board (or designated signatory authority) Date

Print/Type Name: _____

Title (if designated): _____

Date of approval by Governing Board: _____

Year School Opened	
Current Enrollment	
Charter Maximum Enrollment*	
Current Grades Served	
Charter Grade Span*	
District(s) Served	
*Maximum enrollment, grade span, and district for which the school is chartered.	

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Form 2: Special Needs Student Enrollment

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English Language Learners (ELL) as of the October 1 SIMS submission for each year it is available for the current charter term. You may add to the chart if additional years are needed.

School Year	Student Enrollment			
	Special Education	Section 504	English Language Learners	Total School Enrollment

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Form 3: Special Needs Staffing

List the titles, duties, and hours worked per week of all full-time and part-time school staff assigned to meet the needs of students with special needs.

Title	Duties	Hours Per Week

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Form 4: External Assessments

List all external assessments (other than FCAT) that the school has used during the current charter period, including the name of the external assessment, applicable grades, and dates implemented and discontinued (if applicable).

Assessment Name	Grades Assessed	Date Implemented	Date Discontinued

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Form 6: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs); and number of departures of administrators, teachers and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

School Year					
Administrators					
Number and FTEs					
Departures during school year					
Departures at end of school year					
Teachers					
Number and FTEs					
Departures during school year					
Departures at end of school year					
Other Staff					
Number and FTEs					
Departures during school year					
Departures at end of school year					

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Form 7: School Governing Board Membership Organizational Chart

Name of Charter School: _____

Form Completed By: _____

Date Form Completed: _____

Name of Board Member	Preferred method of contact (indicate Home or Work) Address, Telephone and Fax Numbers, and E-mail	Date Term Expires	Position Held (Chair, Secretary, etc.)	Voting or Non-Voting or other restrictions (if any)	Committee Assignment(s) (if any)

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Form 8: School Accountability Report (Pre-Populated)

Name of Charter School: _____

Grade Level(s) Served: _____

(List the following information for each year of the current charter term.)

School Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Percent Tested

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Form 9: School AYP Report for Reading (Pre-Populated)

Name of Charter School: _____

Grade Level(s) Served: _____

(List the following information for each year of the current charter term.)

School Year	Reading: % Tested in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Reading: % Scoring at or above Grade Level in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

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Form 9: School AYP Report for Reading (Pre-Populated)

Name of Charter School: _____

Grade Level(s) Served: _____

(List the following information for each year of the current charter term.)

School Year	Reading: % of Students Below Grade Level in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Reading: % of Students on Track to be Proficient in Reading								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

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Form 9: School AYP Report for Math (Pre-Populated)

Name of Charter School: _____

Grade Level(s) Served: _____

(List the following information for each year of the current charter term.)

School Year	Math: % Tested in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Math: % Scoring at or above Grade Level in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

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Form 9: School AYP Report for Math (Pre-Populated)

Name of Charter School: _____

Grade Level(s) Served: _____

(List the following information for each year of the current charter term.)

School Year	Math: % of Students Below Grade Level in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Math: % of Students on Track to be Proficient in Math								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

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Form 9: School AYP Report for Writing & Graduation Rate (Pre-Populated)

Name of Charter School: _____

Grade Level(s) Served: _____

(List the following information for each year of the current charter term.)

School Year	Writing: Improved Performance by 1% in Writing								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities

School Year	Graduation: Increased Graduation Rate by 1%								
	Total	White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities