

2018-2019  
Florida Leaders in  
Authorizing  
Project Fellowship

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Inaugural Fellows

Amy Fordyce – Hillsborough County

Tiffanie Pauline – Miami-Dade County

# Scope of Work

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PURPOSE: Continue to strengthen charter school authorizing in Florida

GOAL: Aim to strengthen the professional competencies and capacity of school districts to help ensure that they approve only high-quality charter schools to operate in Florida

FUNDING: Supported by a federal CSP grant received by the FDOE.

FLA FELLOWS: Two individuals selected with authorizing responsibilities in Florida's school districts

ACTIVITIES: Travel to four authorizers recognized for exemplary work in authorizing & disseminate the best practices taken from the experience

# Fellow Requirements

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- ✓ Participated in 1-hour call with NACSA to plan agenda for visits and develop individualized goals
- ✓ Attended the 2018 NACSA Conference to meet and connect with representatives from the four partnership authorizers
- ❖ Participate in four (4) two-day visits during the year, activities may include:
  - Meetings and site visits to charter schools,
  - Internal reviews of charter school applications,
  - Capacity interviews of charter school applicants,
  - Routine monitoring of existing schools,
  - Meetings of the authorizing agency's board or commission
- ✓ Participate in a mid-year debriefing with FACSA
- ❖ Share the experience and present best practices learned at the 2019 Florida Charter School Conference

# Partnering Authorizers

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- 1) Massachusetts Department of Elementary & Secondary Education
  - ✓ *Amy visited December 10-11*
  - ✓ *Tiffanie's visit in July/ August*
- 2) Washington D.C. Charter School Board
  - ✓ *Amy & Tiffanie visited April 17-18*
- 3) Denver Public Schools
  - ✓ *Amy scheduled to visit May 22-23*
  - ✓ *Tiffanie scheduled to visit in August*
- 4) SUNY Charter School Institute
  - ✓ *Amy & Tiffanie scheduled to visit June 10-11*

# Massachusetts Department of Elementary & Secondary Education

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- ❖ Authorized by the Commonwealth of Massachusetts' Education Reform Act of 1993
- ❖ State Education Agency – Commonwealth's Board of Elementary and Secondary Education; sole authorizer
- ❖ Staff reports to Commissioner and Board
- ❖ Staff manages Charter Schools and School Redesign
- ❖ 82 schools with 46,954 students, 4.93% of public enrollment
- ❖ 10 direct function staff
- ❖ Charters are granted for 5 years – application is the charter, no contract

# Massachusetts Department of Elementary & Secondary Education

## Best Practices Experience

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### Capacity Interview

- ❖ Full board in attendance, as expected
- ❖ Utilized some standard capacity questions, especially towards board member engagement/awareness
- ❖ Questions highly based on reality of potential operation, capacity to execute reality of success

### Charter Expansion & Replication Requests

- ❖ Application is the contract- ***This is not a best practice***
- ❖ [Charter Amendment and Notification Guidelines](#); mini- application
- ❖ This cycle- schools requesting enrollment increases and grade levels served
  - *No high performing law*
  - *Strict enrollment cap law*
- ❖ Replication ~ “proven provider”; can ask at 5-year renewal with submission of strategic plan
- ❖ [Dissemination of best practices](#) (innovative models for replication and best practice)

### Core Criteria Site Visit

- ❖ Extensive [Site Visit Protocol](#)
- ❖ Defined [performance criteria](#)
- ❖ Differentiated site visits
- ❖ Site Visit Binder
  - *School reporting/ info.*
  - *Historical Department reports*
- ❖ Qualitative review
  - *Classroom observations*
  - *Focus group interviews*
- ❖ Final report

# Massachusetts Department of Elementary & Secondary Education

## Opportunities for Florida

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### Capacity Interview

- ❖ Expect full board attendance at interview
- ❖ Establish statewide standard capacity question bank for:
  - *History/experience*
  - *Operational reality- location, program demand, timelines, etc.*
  - *Board members*
  - *Management company reps*

### Charter Expansion & Replication Requests

- ❖ Our high-performing law guides our expansion and replications
- ❖ Some districts may have policies that encompass these requests for non high-performing
- ❖ Standard expansion application for high-performing schools
- ❖ *Standard contract renewal contract*
- ❖ Expand on innovative language to establish efforts around dissemination of best practices/knowledge transfer

### Core Criteria Site Visit

- ❖ Performance framework with defined performance criteria
- ❖ Differentiated site visits
- ❖ Qualitative review
- ❖ Renewal “application updates”; changes to charter

# Washington D.C. Public Charter School Board

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- ❖ Congress established the authorization of charter schools through the DC School Reform Act of 1995
- ❖ Independent Charter Board –an independent body governed by the School Reform Act; sole authorizer
- ❖ Board is comprised of 7 volunteer members
- ❖ Board operates under mayoral control, who is over all public and parochial schools
- ❖ Staff reports to Board; approximately 45 staff
- ❖ 123 schools with 43,958 students; 47.5% of public enrollment; base pupil allocation \$10,257
- ❖ 66 independently run nonprofit LEAs
- ❖ Charters are granted for 15-year terms with 5 year reviews
- ❖ No public records or sunshine laws (transparency)
- ❖ Strong community engagement and advocacy
- ❖ [Policies](#)
- ❖ [Best Practices & Resource Guide](#)

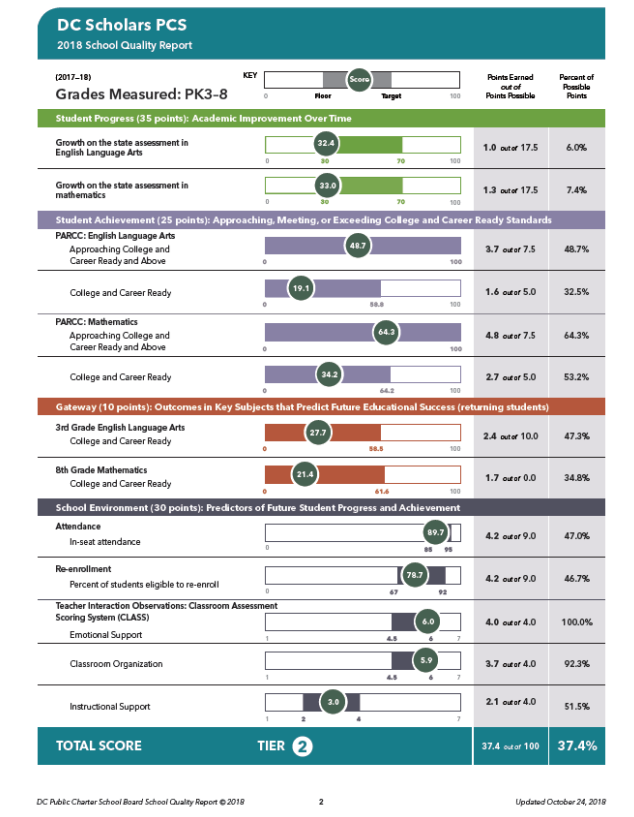
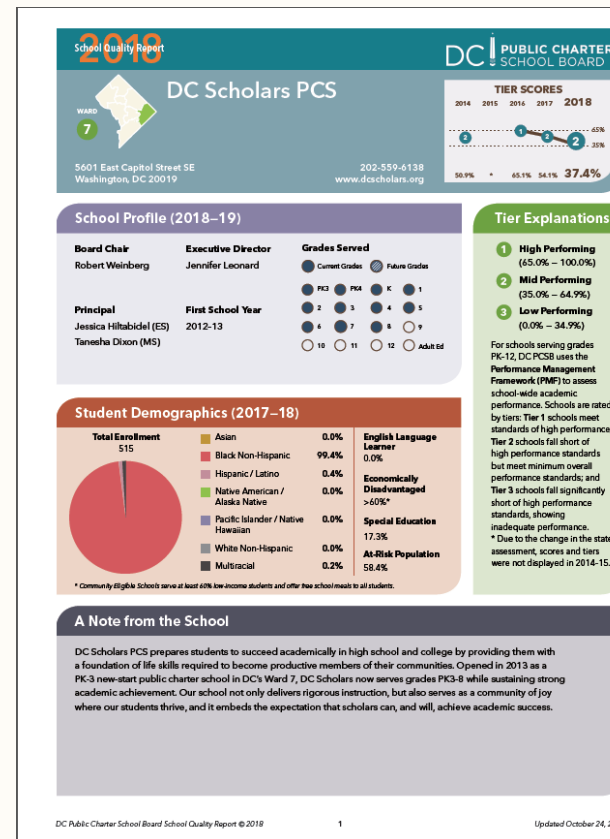


# Washington D.C. Charter School Board

## Best Practices

### School Quality Reports

- ❖ Established Performance Management Framework
- ❖ Looks at academic performance, not organizational or financial
- ❖ Tiering formula cut-offs and categories developed by historical trends
- ❖ Taskforce revises annually
- ❖ About half of the schools use the PMF as their annual goals

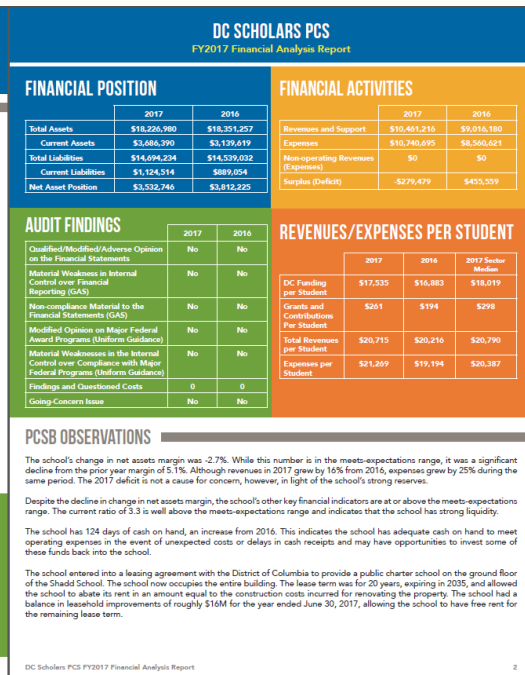
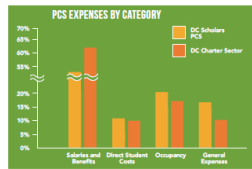
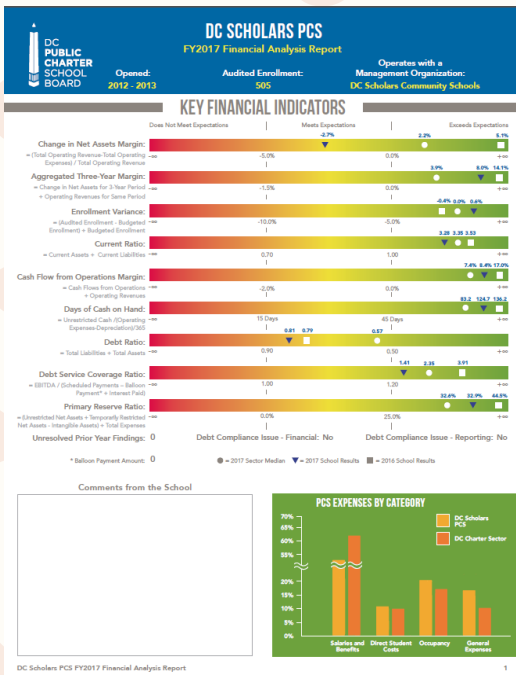


# Washington D.C. Charter School Board

## Best Practices

### Financial Analysis Review

- ❖ Report produced annually by May on previous year audited financials
- ❖ RFP process to solicit auditors, vetted and approved by committee-schools must use approved auditors
- ❖ Report to Board/Public on:
  - Quarterly updates to Board/public, monthly if monitoring concerns
  - Updates on corrective action
  - Citations of mismanagement
  - Pattern of fiscal mismanagement can revoke charter



School Name	FY17 Revenues	FY17 Operating Result
DC Scholars PCS	\$10,461,216	\$(279,479)
Management Organization ("MO") / Related Party ("RP")	MO/RP Tax Status	
DC Scholars Community Schools	Non-Profit	
Highest Paid Employee / Head of MO / RP	Title	Total Compensation
Caroline Fisherow	Executive Director	\$40,385
Services Provided	FY17 Payment	% of School Revenue
Management Services	\$874,788	8.36%
Total	\$874,788	8.36%

#### DC PCSB Comments

Effective July 1, 2016, the school entered into an Academic and Business Services Agreement with DC Scholars Community Schools ("Community Schools"), for Community Schools to provide management services including executive, operational, academic, and strategic services. The agreement is scheduled to terminate on June 30, 2021, but includes a provision for automatic renewal. Management fees for 2017 totaled \$874,788.

Please note that the highest paid employee above was taken from the most recent 990 available at the time this report was produced.

#### School Comments

# Washington D.C. Charter School Board

## DC Scholars PCS 2016-2017 Equity Report

**What is an Equity Report?** Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors. Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (DC PCSB) in consultation with charter schools, the Deputy Mayor for Education and Health/Arts/Recreation and government to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS School Scorecards and DCPS's Performance Management Framework.

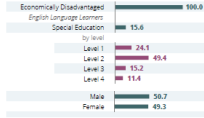
### SCHOOL CHARACTERISTICS (SY 2017-18)

Grades PK-3  
Ward 7  
Address 5601 E Capitol SE  
Washington, DC 20019  
Contact 202-559-6138  
<http://dcscholars.org/dcps>  
Type Public Charter School

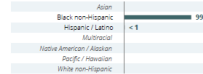
### STUDENT CHARACTERISTICS

Total Enrollment (#)  
565

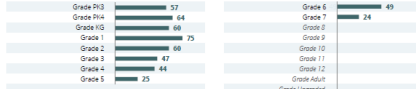
#### Enrollment by Subgroup (%)



#### Enrollment by Race/Ethnicity (%)



#### Enrollment by Grade (#)



## DC Scholars PCS 2016-2017 Equity Report

### STUDENT ACHIEVEMENT

#### PARCC Math<sup>®</sup> Results (%)

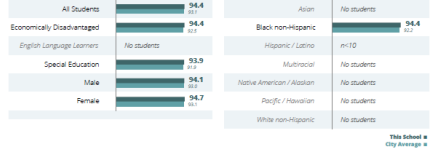


\* Students with the most significant cognitive disabilities took the Multi-State Alternate Assessment (MSA) instead of PARCC. MSA measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to [results.osse.dc.gov](http://results.osse.dc.gov) to view a school's MSA results. The individual percentages may not add up to 100% due to rounding.

## DC Scholars PCS 2016-2017 Equity Report

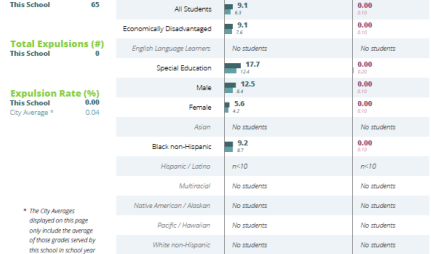
### ATTENDANCE

#### In-Seat Attendance Rate (%)



### DISCIPLINE

#### Total Suspensions (#) Suspension Rate (%)



\* The City Averages displayed on this page only include the average of those grades tested by this school in school year 2016-17.

## DC Scholars PCS 2016-2017 Equity Report

### STUDENT ACHIEVEMENT (CONT.)

#### PARCC ELA<sup>®</sup> Results (%)



\* Students with the most significant cognitive disabilities took the Multi-State Alternate Assessment (MSA) instead of PARCC. MSA measures student performance on alternate achievement standards aligned to the Common Core State Standards. Go to [results.osse.dc.gov](http://results.osse.dc.gov) to view a school's MSA results. The individual percentages may not add up to 100% due to rounding.

# Best Practices

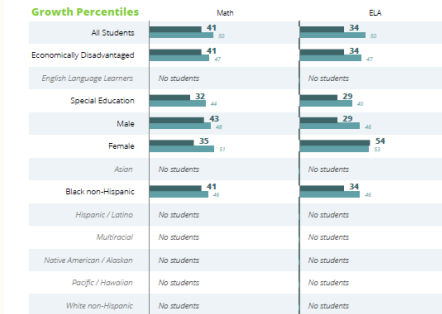
## Equity Reports

- ❖ Reports on special population data & non-academic data related to truancy, discipline & mobility
- ❖ Utilize data from ESSA report card and school reported data
- ❖ Conduct data quality checks
- ❖ Audit enrollment barriers to prevent cherry picking or kicking-out
- ❖ Leverage growth potential with subgroup performance data
- ❖ Quality assurance reviews- evidence of quality education for special populations

## DC Scholars PCS 2016-2017 Equity Report

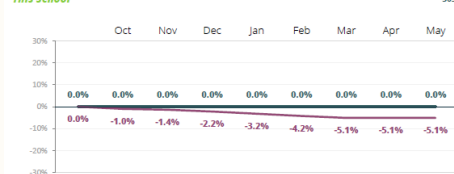
### STUDENT GROWTH

#### PARCC



### STUDENT MOVEMENT

#### Mid-Year Entry and Withdrawals (%) Total Enrollment 565



Net Cumulative Change (%)  
This School -5.1%  
City Average\* -5.3%

#### Mid-Year Entry and Withdrawals (%) City Average\*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0.4%	0.6%	0.8%	1.5%	1.6%	2.0%	2.2%	2.2%
Withdrawal	-1.0%	-1.8%	-3.6%	-5.0%	-5.8%	-6.9%	-7.2%	-7.5%

# Washington D.C. Charter School Board

## Best Practices

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### Application & Opening

- ❖ Fall and Spring cycle
- ❖ Standard application revised annually
- ❖ Evaluated through 5 main lenses:
  - Demonstrated need and “why”
  - Sufficient progress in developing the plan, including the start-up year
  - Consistency of the mission & philosophy
  - Inclusiveness
  - Founding group ability to execute (no consultants)
- ❖ Minimal CMO/EMOs- not successful
- ❖ Applications approved conditionally, opening contingent on meeting conditions before contract
- ❖ Delayed opening/deferral are rare
- ❖ Opening support

### Reviews & Renewals

- ❖ 15-year contract term- w/ 5 year reviews
  - Takeovers/Reassignment of charter
  - Voluntary surrender
  - Continue w/ renewal
- ❖ Qualitative Site Reviews (QSR): 5-year intervals & in tier 3
  - Danielson domains 2 & 3
  - Summative report
- ❖ Schools may be closed if not meeting goals at 5-year intervals
- ❖ Schools must be closed if not meeting goals at contract renewal
- ❖ Board-to-Board

### Closure

- ❖ Board votes for revocation, starts due process (November)
- ❖ Public hearing held
- ❖ Vote to close occurs prior to annual enrollment (before March)
- ❖ Schools finish out year but can't continue
- ❖ Staff visits schools 3-day a week to keep pulse to end of year
- ❖ PT Family Engagement Coordinator
- ❖ Budget line for closure expenses
- ❖ Closure Manual

# Washington D.C. Charter School Board

## Opportunities for Florida

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### Monitoring & Evaluation

- ❖ Centralized database/HUB of key data and metrics for charter schools
- ❖ User-friendly, standardized, objective stakeholder reports on school performance (qualitative and quantitative measures)
- ❖ Effective use of ESSA Report requirements
- ❖ Differentiated monitoring, by Tiers
- ❖ Transparent bidding process requirement for goods and services that exceed a certain threshold

### Charter Expansion & Replication

- ❖ Standardized criteria for demonstration of need and demand
- ❖ Community engagement of all key impacted stakeholders
- ❖ Use of conditional approvals, inclusive of timelines

### Miscellaneous

- ❖ Enhanced governing board involvement
- ❖ Contingency budget or reserves for closure activities
- ❖ Enhance monitoring of enrollment and admission process

# Next Steps

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- ❖ Remaining Site Visits
- ❖ Florida Charter School Conference
  - Final Presentation of Best Practices
  - Brainstorming Charrette





# Interested in becoming the next FLA Fellow?

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Watch out for a call to apply from  
FDOE at the end of May 2019!