



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

High-Quality Charter Authorizing Policy Profiles: Florida

U.S. Department of Education
August 2021



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

The National Charter School Resource Center (NCSRC) provides technical assistance to Federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

NCSRC acknowledges the major contributions of Lauren Outlaw and Robin Chait in the development of this profile.

NCSRC would like to thank Charter School Programs State Entity grantee representatives for their reviews and feedback on their respective State's profile.

Suggested citation: National Charter School Resource Center (2021). *High-Quality Charter Authorizing Policy Profiles: Florida*. Bethesda, MD: Manhattan Strategy Group.

This publication was produced in whole or in part with funds from the U.S. Department of Education under contract number GS10FO201T. The content does not necessarily reflect the position or policy of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the Federal government.

Florida: Overview of State Law and Snapshot of Quality Authorizing Practices

Introduction and Methodology

The National Charter School Resource Center (NCSRC) created the [Policy Framework for High-Quality Charter Authorizing Practices \(Framework\)](#) as a tool for assessing a State policy environment's support for high-quality authorizing practices. The Framework is based on a review of high-quality authorizing practices referenced in the Every Student Succeeds Act (ESSA) and literature by the National Association of Charter School Authorizers (NACSA) and the National Alliance of Public Charter Schools (Alliance).¹ NCSRC staff used this review to identify common themes or categories of policies that are essential to State support for high-quality authorizing and incorporated them into the Framework.

NCSRC then created High-Quality Charter Authorizing Policy Profiles (State Authorizing Profiles) that describe states' authorizing policy contexts based on the Framework. As of winter 2020, NCSRC staff created 19 profiles for the States that were awarded Charter School Programs (CSP) State Entities grants between FY2017 and FY2019:

- Alabama
- Arizona
- Arkansas
- Colorado
- Delaware
- Idaho
- Indiana
- Maryland
- Michigan
- Minnesota
- Mississippi
- New Mexico
- New York
- North Carolina
- Oklahoma
- Rhode Island
- Texas
- Washington
- Wisconsin

NCSRC created eight additional profiles in the summer of 2021 for the seven states that were awarded CSP State Entities grants in FY 2020 and for New Hampshire:¹

- California
- District of Columbia
- Florida
- New Hampshire
- New Jersey
- Nevada
- Pennsylvania
- South Carolina

¹ New Hampshire was a 2019 grantee, but because of a delay in accepting grant funds, we created the profile in 2020. Also, Texas was a 2020 grantee, but we had already created its profile since it was a 2017 grantee, as well.

CSP State Entity (SE) Grants provide funding for state entities to support eligible applicants in planning and preparation for the opening of new charter schools and the replication and expansion of high-quality charter schools. Grant funds must also be used by the state entity to provide technical assistance to eligible applicants and to improve the quality of authorizing.

More State Authorizing Profiles may be added in the future. In addition, NCSRC may publish updated versions of State Authorizing Profiles to reflect changes in state policy.

The State Authorizing Profiles are intended to be used by state policymakers and practitioners to learn about their own authorizing policy environments and those of their peers. They may also be useful to charter school support organizations and charter management organizations that want to learn about different states' policy contexts.

Each state profile includes (1) a Framework Snapshot, which is an assessment of a state's authorizing practices using the Framework described in the first paragraph above and (2) a more detailed description of the state context for each practice. The basis for the state profiles was a review of the charter law and significant state policies for applicable states. Significant state policies included those issued by the state education agency and/or state board of education. NCSRC used this review to identify whether the authorizing practices specified in the Framework were present in state law or policy. That is, boxes that were checked in the Framework Snapshot indicated that particular aspects of an authorizing practice(s) were included in state law or policy.

The State Authorizing Profiles provide a foundation for understanding authorizing practices in the state. The profiles are not an exhaustive review of the state's authorizing policies and practices; they are intended to describe the key elements of the state's policy context for supporting high-quality authorizing practices. Therefore, it is possible that certain state policies are not reflected in the profiles and that individual authorizers within a state are implementing other practices, as well. In addition, the review does not assess the quality of implementation of the policies; it is possible that state policy or statute articulates a quality practice that authorizers do not implement with fidelity.

Finally, state policy is one strategy for advancing high-quality authorizing practices and is the focus of these profiles. However, there are other strategies and sources of support, including technical assistance and resources provided by state, regional, and local charter support associations. While this report does not address those other strategies, it provides a narrative of the policy context in which authorizers operate. We articulate this context to support authorizers and authorizer support organizations in understanding how to implement quality authorizing practices in their states.

Overview of State Law

Florida’s first charter school statutes were approved in 1996. In passing the state’s charter school laws, the legislature sought to enable charter schools to “(i) improve student learning and academic achievement; (ii) increase learning opportunities for all students, with special emphasis on low-performing students and reading; (iii) encourage the use of innovative learning methods; and (iv) require the measurement of learning outcomes.”ⁱⁱ State law specifies that applications to open a new charter school may be submitted “by an individual, teachers, parents, a group of individuals, a municipality, or a legal entity organized under [state] laws.”ⁱⁱⁱ The law permits the creation of new charter schools, virtual charter schools, and the conversion of traditional public schools to charter schools.^{iv} In addition, Florida law requires that “charter schools organize as or be operated by a nonprofit organization;” however, it also states charter schools may be operated by a “municipality or other public entity as provided for by law.”^v

In 2011, the state legislature passed Senate Bill 1546, which created and facilitated the expansion of high-performing charter schools and high-performing charter school systems.^{vi} In 2016, the State Board of Education adopted a substantially revised model charter application that includes three sections (academic, financial, and operational) and 22 sub.^{vii} In 2017, the legislature passed House Bill 7069, which created the Schools of Excellence Program, which authorized “schools of hope, a new type of charter school aimed at areas where children have been served by low-performing traditional public schools.”^{viii}

State Authorizing Profile: Florida

Framework Snapshot²

Authorization

- Does not cap charter school growth
- Provides for more than one authorizing pathway

Application includes the following:

- Specific application criteria
- Timelines
- Evaluation review process
- Process for denied applications

Performance-based contract includes and provides for the following:

- Separate post-application agreement
- Rights and responsibilities of authorizer and school
- Academic, financial, and operational performance expectations for schools
- Initial term of not more than five years
- Fiscal, legal, and programmatic autonomy for schools
- Independent charter school governing boards

Performance Monitoring

- Provides for annual authorizer evaluation of schools based on the performance goals and expectations set forth in performance-based contract
- Establishes a comprehensive accountability/monitoring system that includes performance expectations and compliance requirements
- Minimizes schools' administrative and reporting burden
- Articulates authorizer action for schools that fail to meet performance expectations (e.g., probation, sanction, or turnaround)

Renewal/Revocation

- Establishes a clear renewal process and decision-making criteria
- Requires that decisions to renew/revoke be based on student academic achievement
- Requires clear school closure procedures (e.g., parent notification, student enrollment, student record transfer, and disposition of assets)

Authorizer Accountability

- Provides for a registration process for eligible authorizing entities
- Requires the State entity to review authorizers' performance
- Requires authorizers to adhere to standards for high-quality authorizing

Authorizer Leadership, Student Access, and Student Services

- Requires a mission or strategic vision for authorizing
- Promotes quality authorizing by requiring technical assistance or professional development for authorizers and/or charter school applicants
- Ensures equitable access to all students
- Requires appropriate services for educationally disadvantaged students (e.g., students with special needs, English learners, students in foster care, or unaccompanied homeless youth)

Authorizer Funding

- Provides a mechanism for guaranteed access to authorizer funding
- Includes a process for holding authorizers accountable for how funding is used

Source(s): Florida Statutes, Title XLVIII, K-20, Education Code § 1002.33, et seq.

² As noted in the Introduction and Methodology, boxes checked in the framework snapshot indicate that aspects of an authorizing practice were included in state law or policy. If individual authorizers create and follow a certain policy that is not in state statute or policy, then the box will not be checked for the entire state.

Authorization

- Does not cap charter school growth
- Provides for more than one authorizing pathway

Does not cap charter school growth

Florida law does not cap charter school growth.

Provides for more than one authorizing pathway

In Florida, “a district school board may sponsor [or authorize] a charter school in the county over which the district school board has jurisdiction,” and “a state university may grant a charter to a lab school (or ‘charter lab school’).”^{ix, x} The recently passed Senate Bill 1021 granted colleges and universities the power to authorize charter schools, as well.^{xi}

Application includes the following:

- Specific application criteria
- Timelines
- Evaluation review process
- Process for denied applications

Specific application criteria

State statute requires that parties interested in opening a charter school submit an application using the model application form developed by the Florida Department of Education and adopted in rule by the State Board of Education.^{xii} The application must include such elements as (1) a detailed curriculum plan that addresses the services students will be provided to attain the Sunshine State Standards; (2) the goals and objectives for improving student learning and measuring these improvements; (3) an annual financial plan, a spending plan, a description of controls to safeguard finances, and projected enrollment trends; and (4) any additional information that the authorizer requires.^{xii, xiii}

Timelines

Within 15 calendar days after receipt of an application, an authorizer must submit the name of the applicant entity, the proposed charter school location, and its projected full-time equivalency (FTE) to the Department of Education.^{xiv} The authorizer then has 90 days to review and vote to approve or deny an application (unless the authorizer and applicant “mutually agreed in writing to temporarily postpone the vote to a specific date.”)^{xv}

Once the authorizer approves a charter application, it has 30 days to provide the school with an initial proposed charter contract, after which the authorizer and applicant have 40 days to negotiate the contract for final approval. The law also permits the authorizer and applicant to mutually agree to an extension. Lastly, the authorizer is required to share the proposed charter contract with the applicant “at least [seven] calendar days before the date of the meeting at which the charter is scheduled to be voted upon by the sponsor.”^{xvi}

Evaluation review process

State policy mandates that authorizers review charter applications using the evaluation instrument developed by the Department of Education, which includes evaluation criteria for the school’s education plan, target population and student body, educational program design, exceptional students, English language learners, etc.^{xvii} The Florida Charter School Application Evaluation Instrument is available on the Florida Department of Education’s website.^{xviii}

Process for denied applications

Florida law provides a comprehensive process for applications that are denied and those that the authorizer fails to act upon. For example, within 10 days after denying a charter application, the authorizer must first provide a written explanation detailing “the specific reasons, based upon good cause, supporting its denial of the application” and “provide the letter of denial and supporting documentation to the applicant and to the Department of Education.”^{xix} In addition, within 30 days after receipt of the authorizer’s decision to deny an application, the “applicant may appeal any denial...or failure to act on an application to the State Board of Education (SBE).”^{xx} Next, within 30 calendar days of notification of the appeal, the authorizer is then required to respond to the SBE. Once the SBE notifies the commissioner, the commissioner is required to “convene a meeting of the Charter School Appeal Commission to study and make recommendations to the [SBE] regarding its pending decision about the appeal.”^{xxi} The law further describes the timelines for the Charter School Appeal Commission to review and decide appeals, as well.^{xxii}

Performance-based contract includes and provides for the following:

- Separate post-application agreement
- Rights and responsibilities of authorizer and school
- Academic, financial, and operational performance expectations for schools
- Initial term of not more than five years
- Fiscal, legal, and programmatic autonomy for schools
- Independent charter school governing boards

A separate post-application agreement

Florida law requires separate post-application agreements (or contracts) and specifies that “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.”^{xxiii} Furthermore, the governing board and the authorizer are required to (1) use the standard charter contract and (2) incorporate the approved application and any approved application amendments.^{xxiv} The state’s Standard Charter Contract is provided on the Florida Department of Education’s website.^{xxv}

Rights and responsibilities of authorizer and school

Florida’s Standard Charter Contract incorporates the rights and responsibilities of the authorizer and charter school, including the authorizer’s monitoring duties and the requirements to which schools must adhere.^{xxvi}

Academic, financial, and operational performance expectations for schools

Florida law requires that charter contracts include the academic, financial, and operational performance expectations for schools. For example, the statute specifies that contracts include the following:

1. “The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used.
2. 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.
3. The financial and administrative management of the school...and a description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed.
4. The governance structure of the school, including the status of the charter school as a public or private employer.”^{xxvii}

As previously mentioned, these expectations are articulated in the Standard Charter Contract created by the Florida Department of Education and adopted in State Board of Education rule.^{xxviii}

An initial term of not more than five years

Under Florida law, an initial charter school term is for five years, excluding two planning years.^{xxix}

Fiscal, legal, and programmatic autonomy for schools

Florida statute established fiscal legal, and programmatic autonomy for charter schools. For example, the law indicates that a charter school’s governing board is responsible for the following:

- “Establishing and maintaining internal controls [that]—
- a. promote and encourage compliance with applicable laws, rules, contracts, grant agreements, and best practices;
 - b. support economical and efficient operations;
 - c. ensure reliability of financial records and reports;
 - d. safeguard assets; and
 - e. ensure that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit.”^{xxx}

The law also states that governing boards “exercise continuing oversight over charter school operations” and are required to “annually adopt and maintain an operating budget.”^{xxxi}

Independent charter school governing boards

As noted above, the authorizer and the school’s governing board enter into the separate post-application agreement. Florida law also authorizes governing boards to (1) exercise continuing

oversight over the school’s operations and (2) adopt policies establishing standards of ethical conduct for instructional personnel and school administrators.^{xxxii, xxxiii} The authority afforded to charter schools’ governing boards is expressed in the state’s Standard Charter Contract on the Florida Department of Education’s website, as well.^{xxxiv}

Performance Monitoring

- ☒ Provides for annual authorizer evaluation of schools based on the performance goals and expectations set forth in performance-based contract
- ☒ Establishes a comprehensive accountability/monitoring system that includes performance expectations and compliance requirements
- ☒ Minimizes schools’ administrative and reporting burden
- ☒ Articulates authorizer action for schools that fail to meet performance expectations (e.g., probation, sanction, or turnaround)

Provides for annual authorizer evaluation of schools based on the performance goals and expectations set forth in performance-based contract

Florida state law requires charter school governing bodies to annually report progress to authorizers, which the sponsor then forwards to the commissioner of education.^{xxxv} The report must 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...
 - a. 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 charter school’s 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.”^{xxxvi}

Establishes a comprehensive accountability/monitoring system that includes performance expectations and compliance requirements

State law requires authorizers to ensure that charter schools participate in the state’s education accountability system. If a charter school fails to achieve the performance measures included in its charter agreement, the authorizer must report this to the Department of Education.^{xxxvii}

Minimizes schools' administrative and reporting burden

The statute addresses minimizing charter schools' administrative and reporting burden by prohibiting authorizers from “impos[ing] additional reporting requirements...without providing reasonable and specific justification in writing.”^{xxxviii} State law further specifies that charter schools are not “required to provide information and data that is duplicative and already in the possession of the Department.”^{xxxix}

Articulates authorizer action for schools that fail to meet performance expectations (e.g., probation, sanction, or turnaround)

Under state law, charter schools are to undergo an authorizer's expedited review if one of the following occurs:

1. “Failure to provide for an audit.
2. Failure to comply with reporting requirements.
3. A deteriorating financial condition identified through an annual audit, a monthly financial statement, or a quarterly financial statement.”^{xl}

If the authorizer determines that a charter school is deficient in any of the aforementioned criteria, the law requires the authorizer to notify the school within 10 days of the authorizer's determination. Once notified, the authorizer and the governing board must develop a corrective action plan and submit it to the commissioner within 30 days. If the authorizer and governing board are unable to agree on a corrective action plan, the components of the plan will be determined by the commissioner.^{xli} The SBE provides on its website.^{xlii}

In addition, if a school receives a D or F school performance grade, the law mandates that “the director and a representative of the charter school's governing board of a school...appear before the sponsor.”^{xliii} Further, if a charter school earns three consecutive grades below a C, the charter school governing board shall choose one of the following corrective actions:

- “Contract for educational services to be provided directly to students, instructional personnel, and school administrators;
- Contract with an outside entity that has a demonstrated record of effectiveness to operate the school; and
- Reorganize the school under a new director or principal who is authorized to hire new staff; or
- Voluntarily close the school.”^{xliv}

The director and governing school board representative are then required to submit to the authorizer a school improvement plan designed to increase student performance.^{xlv} The department (1) provides technical assistance and training to charter schools and governing boards, and (2) has established guidelines for developing, submitting, and approving such plans.^{xlvi} Lastly, a charter school's charter contract is automatically terminated if the school earns two consecutive grades of F.^{xlvii}

Renewal/Revocation

- Establishes a clear renewal process and decision-making criteria
- Requires that decisions to renew/revoke be based on student academic achievement
- Requires clear school closure procedures (e.g., parent notification, student enrollment, student record transfer, and disposition of assets)

Establishes a clear renewal process and decision-making criteria

In addition to meeting the terms and conditions established in a school’s charter, the law states that charter schools can be renewed “provided that a program review demonstrates that the [school application requirements] have been successfully accomplished and that none of the grounds for nonrenewal [have] been documented.”^{xlviii} (The grounds for nonrenewal are set forth in the following section.) In addition, Florida’s Standard Charter Contract maintains that by September 15, authorizers must provide charter schools with a process and timeline for completing the programmatic review. Once the programmatic review is finalized—and no later than 90 days before the end of the school’s term—the authorizer must also notify schools’ governing boards in writing of the authorizer’s proposed action to renew, terminate, or nonrenew the charter.^{xlix} This notice must advise the governing board of its appeal rights, including the ability to request a hearing within 14 days after the notice is received.^l If requested, the hearing must be conducted within 90 days of receiving the request. Lastly, Florida also provides a Standard Charter Renewal Application on the Department of Education’s website.^{li}

Requires that decisions to renew/revoke be based on student academic achievement

Florida statute requires authorizers to prioritize student academic achievement when determining whether to renew, nonrenew, or revoke a school’s charter.^{lii} In addition, an authorizer may “choose not to renew or may terminate the charter if the sponsor finds that one of the grounds set forth below exists by clear and convincing evidence:

1. Failure to participate in the state’s education accountability system...or failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally accepted standards of fiscal management.
3. Material violation of law.
4. Other good cause shown.”^{liii}

Requires clear school closure procedures

In the event a school’s charter is nonrenewed or terminated, the law states that (1) the charter school is responsible for all of its debts and (2) “a student who attended the school may apply to and be enrolled in another public school, and normal application deadlines [will] be disregarded under such circumstances.”^{liv,lv}

Authorizer Accountability

- Provides for a registration process for eligible authorizing entities
- Requires the State entity to review authorizers’ performance
- Requires authorizers to adhere to standards for high-quality authorizing

Provides for a registration process for eligible authorizing entities

State law has not historically provided for or required a registration process for eligible authorizing entities. However, Senate Bill 1028, passed by the Florida Legislature in June 2021, provides that colleges and universities can act as charter school authorizers “upon approval by the Department of Education.”^{lvi}

Requires the state entity to review authorizers’ performance

Under Florida law, authorizers are required to submit an annual report to the Department of Education in a web-based format. The report must include the following:

1. “The number of draft applications received on or before May 1 and each applicant’s contact information.
2. The number of final applications received on or before August 1 and each applicant’s contact information.
3. The date each application was approved, denied, or withdrawn.
4. The date each final contract was executed.”^{lvii}

In addition, the law requires the Department of Education to compile a report by January 15 of each year.^{lviii} Upon receipt of this report, the department is then required to provide “the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives [with] an analysis and comparison of the overall performance of charter school students, includ[ing] 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.”^{lix}

Requires authorizers to adhere to standards for high-quality authorizing

State law does not require authorizers to adhere to Florida’s Principles and Standards for Quality Charter School Authorizing.^{lx} However, the Florida Department of Education worked with the National Association of Charter School Authorizers (NACSA) to develop and publish its own Principles and Standards for authorizers.

In addition, Senate Bill 1028 included a provision that the Florida Department of Education shall, in collaboration with charter school authorizers and operators, develop an authorizer evaluation framework that must address the following, at a minimum:

- The authorizer’s strategic vision for charter school authorization and the authorizer’s progress toward that vision;
- The alignment of the authorizer’s policies and practices with best practices for charter school authorization;
- The academic and financial performance of all operating charter schools overseen by the authorizer; and
- The status of charter schools authorized, including approved, operating, and closed schools.^{lxi}

Authorizer Leadership, Student Access, and Student Services

- ☒ Requires a mission or strategic vision for authorizing
- ☒ Promotes quality authorizing by requiring technical assistance or professional development for authorizers and/or charter school applicants
- ☒ Ensures equitable access to all students
- ☒ Requires appropriate services for educationally disadvantaged students (e.g., students with special needs, English learners, students in foster care, or unaccompanied homeless youth)

Requires a mission or strategic vision for authorizing

Florida statute does not require charter school authorizers to have a mission or strategic vision for authorizing. Senate Bill 1028, however, directs the Department of Education to develop an authorizer evaluation framework that must include an authorizer’s strategic vision for charter school authorization and the authorizer’s progress toward that vision.^{lxii}

Promotes quality authorizing by requiring technical assistance or professional development for authorizers and/or charter school applicants

State law requires the Department of Education to “provide for training and technical assistance to charter schools in developing and adjusting business plans and accounting for costs and income.”^{lxiii} It further states that at a minimum this type of training must address “state and federal grants, student performance accountability reporting requirements, and assistance in identifying and applying for the types and amounts of state and federal financial assistance the charter school may be eligible to receive.”^{lxiv} The law further indicates that “the Department may provide other technical assistance to an applicant upon written request.”^{lxv}

Ensures equitable access for all students

The law requires that students with disabilities and students served in English for Speakers of Other Languages programs have an equal opportunity of being selected for enrollment in a charter school.^{lxvi} Furthermore, the law indicates that while a “charter school may limit the enrollment process to target... students who meet reasonable academic, artistic, or other eligibility standards established by the charter school,” these limitations must (1) comply with state laws and practices and (2) not discriminate against otherwise qualified individuals.^{lxvii}

Requires appropriate services for educationally disadvantaged students (e.g., students with special needs, English learners, students in foster care, or unaccompanied homeless youth)

State law requires that charter schools “comply with “statutes pertaining to the provision of services to students with disabilities.”^{lxviii} Florida’s Standard Charter Application also includes the requisite application components and application evaluation criteria that include serving exceptional students (or students with special needs) and English learners.^{lxix}

Authorizer Funding

- ☒ Provides a mechanism for guaranteed access to authorizer funding
- ☒ Includes a process for holding authorizers accountable for how funding is used

Provides a mechanism for guaranteed access to authorizer funding

State law permits authorizers to “withhold an administrative fee...calculated based on [the] weighted full-time equivalent students.” It also specifies that “if [a] charter school serves 75 percent or more exceptional education students...the percentage [will] be calculated based on unweighted full-time equivalent students.”^{lxx}

Includes a process for holding authorizers accountable for how funding is used

Lastly, the law requires authorizers to “provide to the department by September 15 of each year the total amount of funding withheld from charter schools...for the prior fiscal year.”^{lxxi}

Endnotes

- ⁱ Language in ESSA Framework Details section below was taken directly and adapted from Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), §§ 4301 to 4311 (20 U.S.C. §§ 7221 to 7221j)—<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/funding-and-legislation/>; Language in the NACSA: Framework Details section below were taken directly or adapted from the following resources: National Association of Charter School Authorizers: Quality Authorizing Practices; Reinvigorating the Pipeline; Authorizer Accountability Model Language; Higher Education Institution Authorizers; Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing; Findings from the Quality Practice Project; Principles and Standards for Quality Charter School Authorizing; Putting an End to Authorizer Shipping; Language in the Alliance: Framework Details section below were taken directly or adapted from the following resources: National Alliance for Public Charter Schools: 2019 State Charter Law Ranking—<https://www.publiccharters.org/ranking-state-public-charter-school-laws-2019>; 2016 Model Charter School Law—<https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2016/10/2016ModelCharterSchoolLaw.pdf>
- ⁱⁱ Florida Statute § 1002.33(2)(b).
- ⁱⁱⁱ Florida Statute § 1002.33(3)(a).
- ^{iv} Florida Statute § 1002.33(3).
- ^v Florida Statute § 1002.33(12)(i).
- ^{vi} The Florida Senate, Senate Bill 1546—School Choice (2011), <https://www.flsenate.gov/Committees/BillSummaries/2011/html/1546ED>; “To qualify as high-performing, a school must have received: At least two “A” school grades and no grades below a “B” for the last three years; and Unqualified opinions and no financial audits indicating a state of financial emergency for the last three fiscal years.” “To qualify as a high-performing system, the entity must: Operate at least three high-performing charter schools in the state; Operate a system of charter schools of which at least 50 percent are high-performing; and Not operate a charter school that has received a financial audit indicating a state of financial emergency.”
- ^{vii} Florida Department of Education, State Board of Education, Model Forms Rule, SBE 6A-6.0786.
- ^{viii} Saunders, J. State Supreme Court Turns Down Challenge to Education Law, The Daily Business Review, April 8, 2020, <https://www.law.com/dailybusinessreview/2020/04/08/state-supreme-court-turns-down-challenge-to-education-law/>. The Florida Senate, Senate Bill 7069—Education (2017), <https://www.flsenate.gov/Session/Bill/2017/7069>
- ^{ix} Florida Statute § 1002.33(5)(a)(1).
- ^x Under state law, the mission of a “charter lab school” is to provide “a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning.” In addition, “programs designed to achieve the mission of charter lab schools must embody the goals and standard in sections 1000.03(5) and 1001.23(2), and ensure an appropriate education for its students.” Florida Statute § 1002.32(3).
- ^{xi} The Florida Senate, Senate Bill 1028: Education, <https://www.flsenate.gov/Session/Bill/2021/1028>
- ^{xii} Florida Statute § 1002.33(6)(a).
- ^{xiii} Florida Statute § 1002.33(6)(a).
- ^{xiv} Florida Statute § 1002.33(6)(b)(2).
- ^{xv} Florida Statute § 1002.33(7)(a).
- ^{xvi} Id.
- ^{xvii} Florida Statute § 1002.33(6)(b).
- ^{xviii} Florida Charter School Application Evaluation Instrument, http://www.fldoe.org/core/fileparse.php/7700/urlt/ModelAppEval_FinalSBE.PDF

- xix Florida Statute § 1002.33(6)(b)(3)(a).
- xx Id.
- xxi Id.
- xxii Florida Statute § 1002.33(6)(e)(1).
- xxiii Florida Statute § 1002.33(7).
- xxiv Florida Statute § 1002.33(7).
- xxv Florida Department of Education, Florida Standard Charter Contract, <http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC-SC.PDF>
- xxvi Id.
- xxvii Florida Statute § 1002.33(7)(a).
- xxviii Florida Department of Education, Florida Standard Charter Contract, <http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC-SC.PDF>
- xxix Florida Statute § 1002.33(7)(a)(12).
- xxx Florida Statute § 1002.33(4)(j).
- xxxi Florida Statute § 1002.33(9)(g)(4).
- xxxii Florida Statute § 1002.33(9)(i).
- xxxiii Florida Statute § 1002.33(12)(g)(3).
- xxxiv Florida Department of Education, Florida Standard Charter Contract, <http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC-SC.PDF>
- xxxv Florida Statute § 1002.33(9)(k).
- xxxvi Florida Statute § 1002.33(9)(k)(1-4).
- xxxvii Florida Statute § 1002.33(5)(b)(1)(e) and (f).
- xxxviii Florida Statute § 1002.33(5)(b)((2)(j).
- xxxix Florida Statute § 1002.33(9)(k).
- xl Florida Statute § 1002.345(1)
- xli Id.
- xlii Charter School Corrective Action and School Improvement Plans, SBE 6A-1.099827.
- xliii Florida Statute §§ 1002.33(19)(n)(1) and 1008.34.
- xliv Florida Statute § 1002.33(19)(n)(1).
- xlvi Id.
- xlvi Id.
- xlvi Id.
- xlviii Florida Statute § 1002.33(7)(c)(1).
- xlix Florida Department of Education, Florida Standard Charter Contract, <http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC-SC.PDF>.
- ¹ Florida Statute § 1002.33(8)(b).
- ⁱⁱ Florida Standard Charter Renewal Contract, <http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC-SCR.PDF>
- ⁱⁱⁱ Florida Statute § 1002.33(7)(c)(2).
- ^{liii} Florida Statute § 1002.33(8)(a).

- liv Florida Statute § 1002.33(8)(d)-(f).
- lv *Id.*
- lvi The Florida Senate, Senate Bill 1028: Education, <https://www.flsenate.gov/Session/Bill/2021/1028>
- lvii Florida Statute § 1002.33(5)(b)(1)(k) and (6)(f)(1).
- lviii The Florida Senate, Senate Bill 1028: Education, <https://www.flsenate.gov/Session/Bill/2021/1028>
- lix Florida Statute § 1002.33(23).
- lx Florida Principles & Standards for Quality Charter School Authorizing, <http://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>
- lxi The Florida Senate, Senate Bill 1028: Education, <https://www.flsenate.gov/Session/Bill/2021/1028>
- lxii *Id.*
- lxiii Florida Statute § 1002.33(6)(f)(1).
- lxiv Florida Statute § 1002.33(6)(f)(2).
- lxv Florida Statute § 1002.33(6)(f)(1).
- lxvi Florida Statute § 1002.33(10)(f).
- lxvii Florida Statute § 1002.33(10)(e)(5).
- lxviii Florida Statute § 1002.33(16)(a)(3)and (2)(b)(2).
- lxix Florida Department of Education, Florida Standard Charter Contract, <http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC-SC.PDF>
- lxx Florida Statute § 1002.33(20)(a)(2).
- lxxi Florida Statute § 1002.33(20)(a)(4).