

Florida Authorizer Bootcamp

Day 4

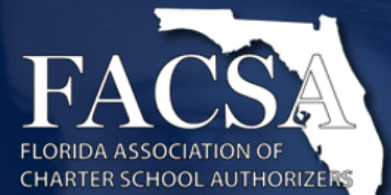


Today's Agenda

- **Thursday, September 15**

- 1 - 1:35 p.m. – Intervention Protocol & School Improvement Plans
- 1:35 - 2:15 p.m. – Renewal
- 2:15 - 2:45 p.m. – Exceptional Student Education
- 2:45 - 3 p.m. – Break
- 3 - 3:30 p.m. – English Learners
- 3:30 - 3:50 p.m. – Potential Applicant TA
- 3:50 - 4 p.m. – Final Closeout

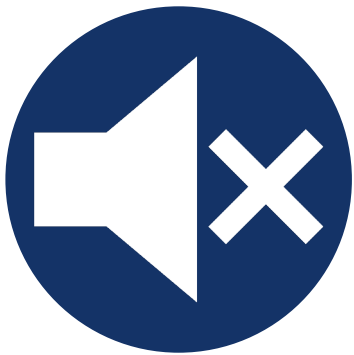




Intervention Protocol and School Improvement Plans

Florida Authorizer Bootcamp

Bootcamp Norms



Remember to mute
yourself



Utilize the chat for questions
and comments



Respond to the survey

Bootcamp Engagement

We want you to be an active participant!



Group Discussion



Poll Question



Authorizer Example



Chat Question

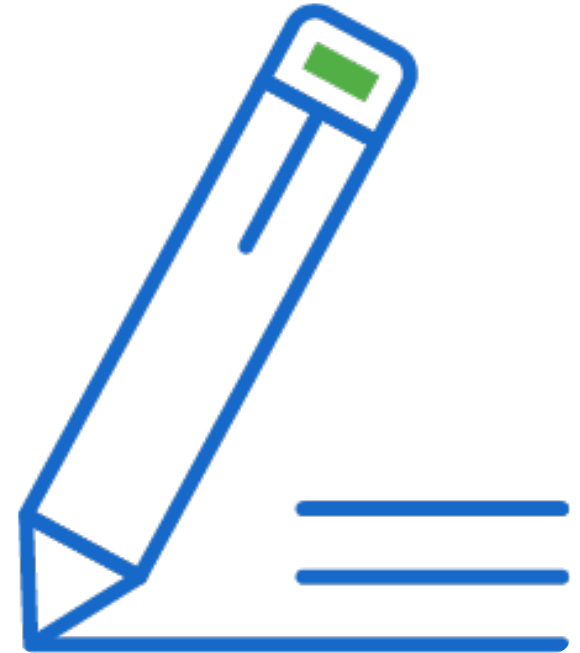
Agenda

- What is intervention?
- Principles for Intervention
- Sample Intervention Protocols
- School Improvement Requirements

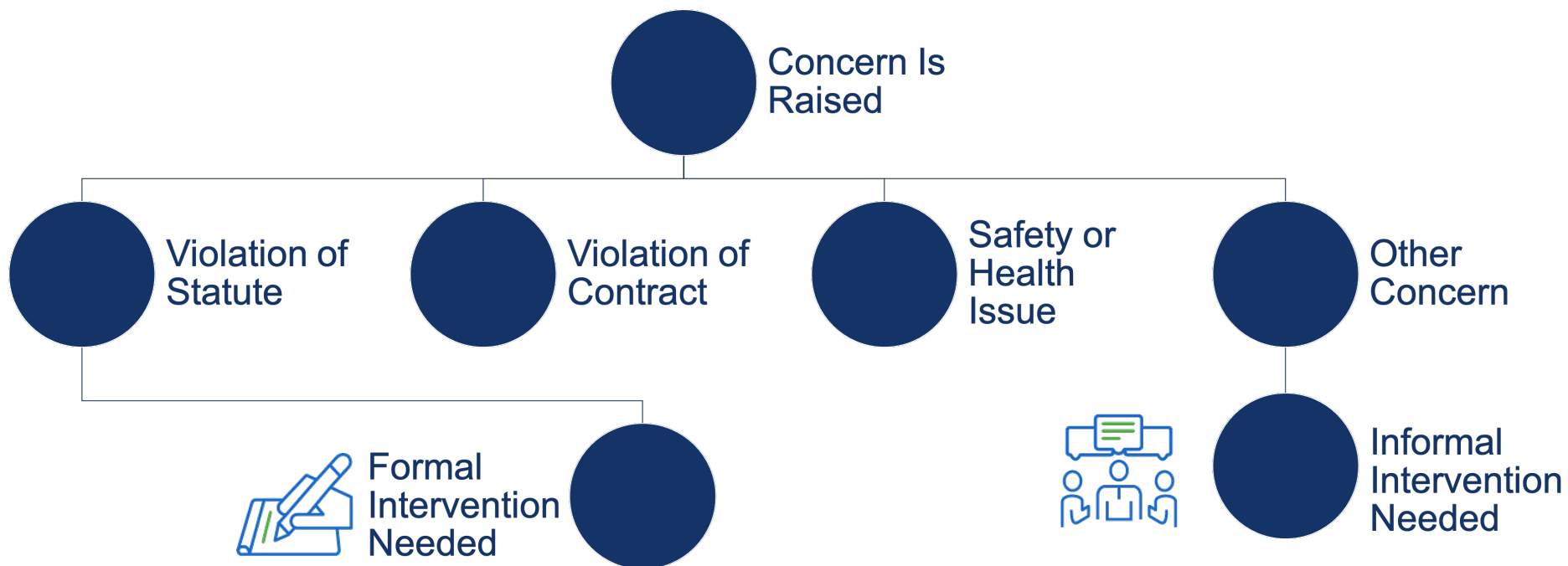


Objectives

- **Authorizers will become familiar with options for implementing an intervention protocol.**
- **Authorizers will understand the key state requirements for school improvement plans.**



Best Practice: Formal vs. Informal Interventions



What is intervention?

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- When a sponsor takes formal action as a result of a charter school not meeting expectations (statutory or contract requirements).
 - Interventions alert schools to their deficiencies and provide support for improvement.
 - The goal of intervention is to ensure that students are being served safely and effectively.

Intervention Principles

Florida Principles and Standards

- Establish and clearly communicate at the outset an intervention process that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue;
- Give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies;
- Allow schools reasonable time and opportunity for remediation in non-emergency situations; and
- Where intervention is needed, engage in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

Interventions

Common Resources for Intervention

- Failure to meet academic performance expectations (state school improvement requirements may apply);
- Failure to meet indicators of financial health;
- Violations of federal or state statute or policy;
- Issues pertaining to student safety, equity, or access;
- Adverse findings during monitoring or oversight;
- Material substantiated complaints from parents or other stakeholders.

NACSA Sample Intervention Protocols: Levels 1 & 2

Intervention Status	Conditions that May Trigger	Possible Consequences
Level 1: Notice of Concern	<ul style="list-style-type: none"> • Indications of weak or declining performance identified through routine monitoring, site visits, or other means; • Repeated failure to submit requirements on a timely basis. 	Written notification to school board detailing severity of concern, authorizer’s requirements for resolution, timeline, and consequences if not satisfactorily remedied.
Level 2: Notice of Breach	<ul style="list-style-type: none"> • Failure to make substantial progress toward remedying previously identified concern(s); • Failure to meet multiple performance targets; • Failure to comply with applicable law or breach of contract. 	<p>Written notification to school board detailing severity of concern, authorizer’s requirements for resolution, timeline, and consequences if not satisfactorily remedied;</p> <p>Specialized site visit and/or meeting with school board;</p> <p>Remedial action plan developed by the school and approved by the sponsor, as necessary.</p>

NACSA Sample Intervention Protocols: Levels 3 & 4

Intervention Status	Conditions that May Trigger	Possible Consequences
Level 3: Notice of Probationary Status	<ul style="list-style-type: none"> Any overall “Falls Far Below” rating on any performance framework; Continued failure to comply with applicable law or with the charter; Failure to meet or make sufficient progress toward meeting terms of a remedial action plan, as relevant. 	<p>Remedial action plan developed by the school and approved by the authorizer;</p> <p>Meeting with school board and/or specialized site visit, as necessary;</p> <p>Authorizer may appoint an agent to monitor implementation of remedial action plan.</p>
Level 4: Notice of Revocation Review	<ul style="list-style-type: none"> Continued failure to comply with applicable law, the charter contract, or a health and safety standard; Failure to meet or make sufficient progress toward meeting terms of the remedial action plan, as relevant. 	<p>Written notice stating intent to consider revocation;</p> <p>Meeting with school board;</p> <p>Remedial action plan;</p> <p>If needed, the authorizer may appoint an agent to monitor implementation of remedial action plan.</p>

NACSA Sample Intervention Protocols: Level 5

Intervention Status	Conditions that May Trigger	Possible Consequences
<p>Level 5: Notice of Revocation</p>	<ul style="list-style-type: none"> • Extended pattern of failure to comply or to meet performance targets; • Failure to satisfactorily address or make sufficient progress toward meeting terms of prior interventions; • Applicable conditions for revocation set forth in charter school law. 	<p>Revocation process must be conducted in accordance with state law and will include;</p> <p>Written notice from authorizer stating reason for proposed revocation;</p> <p>Specialized site visit, as necessary;</p> <p>Decision to revoke by authorizer.</p>

Intervention Protocol: Student Achievement

- **Student achievement is the primary factor when considering charter school performance**
- **Student achievement: expectations**
 - State grading system
 - Annual goals in contract
- **Intervention protocol as a tool to maintain focus on student outcomes**



Connecting Intervention Protocols and School Improvement Plans

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- **Intervention protocols can tackle areas of deficiency that aren't addressed by the state's grading system (annual goals in contract).**
 - **Schools that aren't required to implement school improvement plans may still have deficiencies that need to be addressed.**
 - **Intervention protocols should incorporate state requirements for school improvement plans.**

School Improvement Requirements (1)

F. S. 1002.33(9)
SBE Rule 6A-1.099827,
F.A.C

All charter schools that receive a grade of a “D” or “F” or three consecutive grades below a “C” must develop a school improvement plan.

The schools must present the plans to their sponsor at a public meeting for their approval.

Sponsors must monitor implementation of the school improvement plans.

The charter school must appear before the sponsor at least annually to present information on the progress of the school improvement plan.

School Improvement Requirements (2)

F. S. 1002.33(9)
SBE Rule 6A-1.099827,
F.A.C

Charter schools that receive a grade of a “D” or “F” must develop a school improvement plan that includes several required components, including the following:

A detailed plan for addressing deficiencies in student performance;

A detailed plan for addressing deficiencies in the implementation of the school’s educational program;

Identification of other barriers to student success, with a detailed plan for addressing each barrier; and

Specific student achievement outcomes to be achieved.

School Improvement Requirements

(3)

F. S. 1002.33(9)
SBE Rule 6A-1.099827,
F.A.C

A charter school that earns three consecutive grades below a “C” must develop a school improvement plan that includes 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;

Reorganize the school under a new director or principal who is authorized to hire new staff; or

Voluntarily close.

School Scenario A

School has not submitted compliance reports on time for one year. School has failed to meet indicators of financial health for the last year.

Questions to Discuss:

- Should the sponsor intervene?
- What level of intervention should this be and what is a possible consequence?

School Scenario B

School has received a state letter grade “C” in 2017 and letter grade “D” in 2018. The performance of students with disabilities at the school is lower than students with disabilities in the district.

Questions to Discuss:

- Should the sponsor intervene?
- What level of intervention should this be and what is a possible consequence?

**Questions?
Reactions?
Ideas?**

