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
We want you to be an active participant!
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

- Concern Is Raised
  - Violation of Statute
    - Formal Intervention Needed
  - Violation of Contract
  - Safety or Health Issue
  - Other Concern
    - Informal Intervention Needed
What is intervention?

- 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.
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

<table>
<thead>
<tr>
<th>Intervention Status</th>
<th>Conditions that May Trigger</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| **Level 1: Notice of Concern**| • 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**  | • 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. | Written notification to school board detailing severity of concern, authorizer’s requirements for resolution, timeline, and consequences if not satisfactorily remedied;  
Specialized site visit and/or meeting with school board;  
Remedial action plan developed by the school and approved by the sponsor, as necessary. |
# NACSA Sample Intervention Protocols: Levels 3 & 4

<table>
<thead>
<tr>
<th>Intervention Status</th>
<th>Conditions that May Trigger</th>
<th>Possible Consequences</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 3: Notice of Probationary Status</strong></td>
<td>• Any overall “Falls Far Below” rating on any performance framework;</td>
<td>Remedial action plan developed by the school and approved by the authorizer;</td>
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<td></td>
<td>• Continued failure to comply with applicable law or with the charter;</td>
<td>Meeting with school board and/or specialized site visit, as necessary;</td>
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<td></td>
<td>• Failure to meet or make sufficient progress toward meeting terms of a remedial action plan, as relevant.</td>
<td>Authorizer may appoint an agent to monitor implementation of remedial action plan.</td>
</tr>
<tr>
<td><strong>Level 4: Notice of Revocation Review</strong></td>
<td>• Continued failure to comply with applicable law, the charter contract, or a health and safety standard;</td>
<td>Written notice stating intent to consider revocation;</td>
</tr>
<tr>
<td></td>
<td>• Failure to meet or make sufficient progress toward meeting terms of the remedial action plan, as relevant.</td>
<td>Meeting with school board;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remedial action plan;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If needed, the authorizer may appoint an agent to monitor implementation of remedial action plan.</td>
</tr>
</tbody>
</table>
# NACSA Sample Intervention Protocols: Level 5

<table>
<thead>
<tr>
<th>Intervention Status</th>
<th>Conditions that May Trigger</th>
<th>Possible Consequences</th>
</tr>
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<tbody>
<tr>
<td><strong>Level 5: Notice of Revocation</strong></td>
<td>• Extended pattern of failure to comply or to meet performance targets;</td>
<td>Revocation process must be conducted in accordance with state law and will include;</td>
</tr>
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<td></td>
<td>• Failure to satisfactorily address or make sufficient progress toward meeting terms of prior interventions;</td>
<td>Written notice from authorizer stating reason for proposed revocation;</td>
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<td></td>
<td>• Applicable conditions for revocation set forth in charter school law.</td>
<td>Specialized site visit, as necessary;</td>
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<td>Decision to revoke by authorizer.</td>
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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

- 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)

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.

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.
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?