

Charter School Contract Renewal Review Rating Rubric

This rubric has been developed to aid reviewers in determining appropriate and consistent ratings of given criterion evaluated during contract renewal. Additionally, it will also enable schools to determine their own compliance with each criterion so that appropriate adjustments can be made continuously within their schoolhouse.

Directions for use:

- Utilize evidence gathered through the given criteria review methods on the contract renewal Review Criteria Checklist.
- Utilize the rubric descriptors to determine if criteria are in full, partial or non-compliance.
- Select the rating area that best describes information obtained and record it on the Review Criteria Checklist.

The Review Team will rate each criterion as (Y) for Full Compliance, (P) for Partial Compliance, (N) for Non-Compliance, or NA if the criterion is not applicable to the school. If evidence leads to a Partial or Non-Compliance rating reviewers must include feedback notes on the Review Criteria Checklist for any criterion **not** in full compliance detailing the concern and recommendation(s).

The school will be provided reasonable time to resolve evidence of the criteria prior to the renewal of the contract which may require additional review of evidence.

Rating	Rating Description	Y/P/N	Review Feedback
Full Compliance (Y)	Compliance to criteria is evident through continuous monitoring, review, observation and/or interview.	X	Reviewers may provide notes, kudos, or general recommendations.
Partial Compliance (P)	Compliance with some aspects of the criteria is evident through continuous monitoring, review, observation and/or interview, but moderate concerns are noted.	X	Reviewers will indicate what is required to reach “Full Compliance”
Non-Compliance (N)	Compliance with criteria is not evident through continuous monitoring, review, observation and/or interview, significant concerns are noted.	X	Reviewers will indicate what is required to reach “Full Compliance”
NA	Criteria is unable to be evaluated due to defined reason.	X	Reviewers may provide information as necessary.

REQUIRED REPORTING	Full Compliance	Partial Compliance	Non-Compliance	N/A
a. Student information in the District's SIS is maintained such that new data, missing data, and data requiring updates are handled in a prompt and timely manner.	DP follows procedures in place according to timelines established.	DP follows procedures in place but has to be reminded to complete.	Continuous reminders and prompting are necessary in order to obtain updated student information.	
b. Staff responsible for data management attend the District trainings to ensure accuracy of data. <i>As recommended.</i>	DP attends all recommended trainings consistently.	DP occasionally attends recommended trainings.	DP does not attend recommended trainings in order to ensure reporting compliance.	
c. Students' grades are recorded in the District's SIS for middle and high school students in a timely manner following the end of each grading period.	DP follows procedures in place according to timelines established.	DP follows procedures in place but has to be reminded to complete.	Continuous reminders and prompting are necessary in order to obtain updated student information.	Elementary school. No grades recorded in SIS.
d. Staffing information is appropriately reported in the Lawson system by required due dates. <i>Recommendation: Staff member responsible for Lawson system attends all Lawson trainings.</i>	Staffing information is consistently reported accurately in the Lawson system by required due dates.	1. Staffing information is accurate but late; 2. Staffing information is on time but inaccurate and requires frequent corrections and resubmissions.	Staffing information is consistently late and/or inaccurate and requires consistent reminders and resubmissions.	
e. Teacher/Leader evaluations are reported in the Lawson system and the administrator's digital signature is completed in Charters.Link by September 30th.	YES		NO	
f. Attendance (excused/unexcused absences and tardies) is reported/recorded in the District's SIS, as required.	Excused/unexcused absences and tardies are evident in the District's SIS.	1 or 2 of 3 of the following: excused absences, unexcused absences, or tardies are not evident in the District's SIS.	No absences or tardies are reported/recorded in the District's SIS, or the school has been requested multiple times to do so.	
g. Discipline is reported/recorded in EdConnect, as required.	Discipline referrals are evident in EdConnect.		Discipline referrals are not being recorded in EdConnect.	

REQUIRED REPORTING	Full Compliance	Partial Compliance	Non-Compliance	N/A
h. All requested documents are submitted in Charters.Link. Indicate current score. <i>*Additional review will occur throughout the school year.</i>	1. At the time of review*, the compliance score is between 90-100% ; 2. At the time of review, there are no overdue items.	1. At the time of review*, the compliance score is between 70-89% ; 2. At the time of review, there are 1-3 overdue items.	1. At the time of review*, the compliance score is between 0-69% ; 2. At the time of review, there are 4 or more overdue items.	
i. The school’s website is kept in compliance with the following information available to all stakeholders: i. School’s academic performance and school grade ii. The names of the governing board members and representative iii. The programs at the school iv. Any management company, service providers or education management corporations associated v. The school’s budget and annual independent fiscal audit vi. Quarterly minutes of governing board meetings vii. Fortify FL Submit Tip Advertising	The school’s website contains all seven required compliance items: i. School’s academic performance and school grade ii. The names of the governing board members and representative iii. The programs at the school iv. Any management company, service providers or education management corporations associated v. The school’s budget and annual independent fiscal audit vi. Quarterly minutes of governing board meetings vii. Fortify FL Submit Tip Advertising		The school’s website contains less than the seven required compliance items; the school’s website is lacking one or more of the seven required compliance items.	
j. All immunizations records are current and entered into the District’s SIS by October 1 st .	SF0660B report shows no more than 5 students are noncompliant with immunizations by October 1st.	SF0660B report shows more than 5 but less than 15 students are compliant with immunizations by October 1st.	SF0660B report shows that school has more than 15 students noncompliant with immunizations by October 1st.	

GOVERNING BOARD	Full Compliance	Partial Compliance	Non-Compliance
a. Governing Board meeting schedule is up-to-date and posted on the school website. <i>Recommendation: Maintain chronologically organized binder that includes board meeting agendas and minutes, dated and signed.</i>	The Governing Board meeting schedule on the school’s website matches the documentation reported to the Charter Office and is 100% accurate . <i>Recommendation: Maintain chronologically organized binder that includes board meeting agendas and minutes, dated and signed.</i>	The Governing Board meeting schedule has changed and all updates on the school’s website and documentation sent to the Charter Office are in process .	The Governing board schedule on the school’s website does not match documentation in the Charter Office, and no updates have been provided to the Charter Office.
b. Board Meeting agenda and minutes are posted in a timely manner on the school website and submitted to Charters.Link <i>Recommendation: Maintain chronologically organized binder that includes board meeting agendas and minutes, dated and signed.</i>	1. Agenda and board minutes are submitted in a timely manner, monthly, via Charters.Link 90%-100% on time . 2. Minutes are posted on the school’s website every quarter. <i>Recommendation: Maintain chronologically organized binder that includes board meeting agendas and minutes, dated and signed.</i>	1. Agenda and board minutes are submitted in a timely manner, monthly, via Charters.Link 70%-89% on time . 2. Minutes are posted on the school’s website every quarter.	1. Agenda and board minutes are submitted monthly, via Charters.Link 0%-69% on time . 2. Minutes are not updated on the school’s website quarterly.
c. Newly appointed governing board members have been reported to the Charter Office and updated on the school’s website; fingerprinting and training completed.	1. New board member(s) information (with fingerprinting completed) is submitted to the Charter Office within 72 hours. 2. Training is completed within 90 days. 3. The new board member(s) are updated on the school’s website.	1. New board member(s) information (fingerprinting scheduled, but not completed) is submitted to the Charter Office within 72 hours. 2. Training is completed in 90 days. 3. The new board member(s) are updated on the school’s website.	1. New board member(s) information is not provided to the Charter Office within 72 hours (fingerprinting not completed or scheduled and training not completed within 90 days). 2. The new board member(s) are not updated on the school’s website.
d. Board Representative’s name and contact information is posted on website and easily accessible.	1. The Board Representative’s name and contact information is updated on the Governing Board List and submitted via Charters.Link 90%-100% on time . 2. The Board Representative’s name and contact information is easy to find on the school’s website	1. The Board Representative’s name and contact information is updated on the Governing Board List and submitted via Charters.Link 79%-89% on time . 2. The Board Representative’s name and contact information is on the school’s website.	1. The Board Representative’s name and contact information is incorrect OR updated on the Governing Board List and submitted via Charters.Link 0%-69% on time . 2. The Board Representative’s name and contact information are not on the school’s website
e. At least two public meetings are scheduled to be held in the district during the school year.	A minimum of two public meetings are scheduled to be held in the district during the school year.		Less than two public meetings are scheduled to be held in the district during the school year.

GOVERNING BOARD	Full Compliance	Partial Compliance	Non-Compliance
f. Board contact information provided to stakeholders does not direct parties back to the school.	All Board Members and Board Representative contact information that is submitted to the Charter Office on the Governing Board List via Charters.Link, and on the school's website gives contact information for each member, not the school.		Contact information for the Board Members that is submitted to the Charter Office on the Governing Board List via Charters.Link, directs a person back to the school or has a contact number that does not reach board members.

FINANCE	Full Compliance	Partial Compliance	Non-Compliance
a. Evidence of an established budget planning process. Provide a copy of procedures or provide a narrative of the budget process.	1. School has a budget plan approved by the governing board. 2. Budget procedures or narrative were provided.	School provided a copy or narrative of the processing plan, but it was not approved by the governing board.	School does not have an approved budget planning process.
b. Evidence that estimates are reasonably accurate.	Expenses are in align with approved budget	Some expenses are in line with budget and reasonable.	Expenses are not reasonable and does not align with the approved budget.
c. Evidence that budget has been approved by Governing Board and is monitored regularly to safeguard finances. Copy of minutes for the last three (3) years.	1. Governing board approved the budget and the approval is reflected in meeting minutes. 2. Ongoing monitoring of financials are shared at the Governing Board meeting and reflected in the minutes. 3. Provided copy of minutes for the last three years.	1. School has budget but the minutes does not reflect the governing boards approval 2. School has approved budget and reflected in the minutes but not ongoing monitoring. 3. The school has an approved budget and monitors regularly but could not supply the last three (3) years of minutes.	Budget is not approved by governing board and finances are not monitored.
d. Evidence that RedBook is being used. (Copy of chart of accounts)	School uses the Redbook.		School does not use the Redbook.
e. Evidence of original budgets for the last three (3) years. (Actual or copies.)	School supplied the original budgets for the last three (3) years.	Schools has some of the budgets for the last three (3) years.	School does not have the budgets for the last three (3) years.
a. Evidence of fiscal accounting system for various funds – General, Special Revenue, Capital Outlay.	School supplied evidence of fiscal accounting system.	School supplied evidence of accounting system for some accounts.	School could not supply evidence of fiscal accounting system.
b. Evidence that expenditures do not exceed available resources in each fund. (Maintained adequate cash flow to meet salary and benefit requirements.) (Maintain an adequate fund balance.)	Maintains adequate cash flow for each available resource.	Some of the expenditures are maintained and does not exceed available resources.	Expenditures exceed available resources.

FINANCE	Full Compliance	Partial Compliance	Non-Compliance
c. Evidence that monthly financial statements and budget amendments are filed timely with the District. (Copies for the last three (3) years)	<ol style="list-style-type: none"> Financial statements are submitted on time. Budget amendments are submitted to the District. (If applicable) 	<ol style="list-style-type: none"> Financial statements are not submitted timely Budget amendments are not submitted timely to the District. 	Monthly financials and budget amendments are not submitted timely.
d. Evidence that annual audit is consistent with GASB 34 requirements and submitted by the required date.	Annual Audit meets requirements of GASB 34 and submitted by due date.		Annual Audit does not meet the GASB 34 requirement. Annual Audit was not submitted on time.
e. Evidence that the internal auditor conducts an interview with the principal to report any findings. A report is then submitted to the Governing Board, the District, and DOE within 14 working days after the interview with the auditor.	School provided copy of letter from CPA reflecting interview with school.		Evidence was not supplied.
f. Evidence that the Annual Report includes documentation of charter school's financial status.	Documentation was supplied to reflect charter school's financial status.		Documentation was not supplied.
g. Evidence of financial accounting policies and procedures. (Copy of and access to procedures manual)	School has a Financial Accounting Policies and Procedures manual.		School does not have Financial Accounting Policies and Procedures manual.
h. Evidence that capital projects allocations are expended in accordance with approved plan. (If applicable.)	School has evidence that capital project allocation is used according to approved plan.		Evidence school was not using funds accurately.
i. Established system of accounting for fixed assets in accordance with Rules of the State Chief Financial Officer. (Provide a copy of procedures or provide a narrative of the fixed asset accounting process.)	School has fixed assets systems in accordance with the Rules of State Chief Financial Officer and can provide a copy of the procedures.		<ol style="list-style-type: none"> School has fixed assets system but no procedures. School has procedures, but not following accurate for fixed assets.

FINANCE	Full Compliance	Partial Compliance	Non-Compliance
j. Evidence of a property inventory, records, and asset tags for the last three (3) years. (Copy of inventory procedures.)	School supplied inventory list, records and asset tags for the last three (3) years along with inventory procedures.	<ol style="list-style-type: none"> 1. School is missing inventory procedures. 2. Items are not tagged properly 3. Records are not kept accurately. 	School does not have inventory tagged or records for the last three (3) years.
k. Evidence of internal controls and proof of Governing Board approval. (Provide minutes.)	School supplied evidence of internal controls and approved by the Governing Board.	School has internal controls, but not approved by Governing Board.	School does not have internal controls.
l. Evidence of payroll warrants or register for the last three (3) years. (Actual or copies for 3 years.)	Payroll warrants were supplied for the last three (3) years.	Payroll warrants were supplied for a portion of the last three (3) years.	Payroll warrants were not supplied for the last three (3) years.
m. Evidence of Quarterly Federal Payroll Tax Returns (form 941) or proof of payroll taxes paid the last three (3) years.	Quarterly Federal Payroll Tax Returns were supplied and proof of payment for three (3) years.	Quarterly Federal Payroll Tax Returns were supplied and proof of payment for a portion of the three (3) years.	Quarterly Federal Payroll Tax Returns were not supplied and proof of payment.
n. Evidence of accounts payable register to include cancelled checks, bank statements and credit card statements for the last three (3) years. (Actual or copies for 3 years) Met financial obligations to all vendors. (Actual or copies of all invoices.)	<ol style="list-style-type: none"> 1. Accounts Payable Register were provided with cancelled checks, bank statements and credit card statements for the last three (3) years. 2. All vendor obligations were met timely. 	<ol style="list-style-type: none"> 1. Accounts Payable Register, canceled checks, bank statements, and credit card statements were only provided for a portion of the three (3) years. 2. Some vendor obligations were meet after due date. 	<ol style="list-style-type: none"> 1. School did not provide accounts payable registers, bank statements or credit card statements for the last three (3) years. 2. All vendors obligations were not meet.
o. Evidence of payments and receipts for Teacher Lead Funds. (Actual or copies for 3 years.)	School provided proof of payment and receipts for Teacher Lead Funds for the last three (3) years.	<ol style="list-style-type: none"> 1. School could not provide payment for all teachers for the last three (3) years. 2. School could not provide receipts for all teachers for the last three (3) years. 	<ol style="list-style-type: none"> 1. School did not issue payment to teachers. 2. School could not supply receipts for teachers.
a. Established grant accounting procedures. (Copy of or access to procedures manual.)	Grants Procedures Manual was provided.	A portion of the Grans Procedures Manual was supplied or old manual.	School could not provide manual.

FINANCE	Full Compliance	Partial Compliance	Non-Compliance
b. Evidence that grant files are adequately maintained. (Access to grant files.) i. Grant proposal ii. Correspondence to & from Finance iii. Expenditure records iv. Budget amendments v. Inventory list of equipment vi. Personnel logs	Grants are maintained adequately.	Grant files are maintained, but not included all approved grants for the school.	Grant files are not maintained adequately.
c. Evidence that grant files are maintained three (3) years after the grant period ends.	Grants files are maintained for three (3) years after the grant period.	Grants files are maintained for a portion of the three (3) years after the grant period.	Grant files were not maintained.

FACILITIES & OPERATIONS	Full Compliance	Partial Compliance	Non-Compliance	N/A
a. There are no religious symbols, statues, artifacts, etc. on or about the property and facility where the school operates. <i>If school is located in a church facility, religious symbols must be covered while school is in session.</i>	YES		NO	
b. All 3 required health, fire & safety, and sanitation inspections are current and uploaded to <i>Charters.Link (CL)</i> .	1. Current health inspection/certificate is uploaded to CL. 2. Current fire& safety inspection is uploaded to CL. 3. Current sanitation inspection is uploaded to CL.	One of two inspections are expired.	2 or more inspections are expired.	
c. Emergency exits and evacuation maps are posted in classrooms, offices and hallways.	1. Emergency exits are visible throughout the school. 2. Evacuation maps are posted in classrooms, offices and hallways.	1. Emergency exits are posted over some exits and/or may not be visible. 2. Evacuation maps are posted in some areas of the school but not in other areas.	1. There are no emergency exits posted over exit ways. 2. There are no evacuation maps posted within the school.	
d. Evacuation, fire and safety drills are scheduled, conducted and documented in a timely manner and kept on file. <i>Evident in district portal.</i>	Drills are conducted and reported in a timely manner according to requirements.	Drills have been conducted according to requirements but some have not been reported.	Drills have not been conducted according to requirements.	
e. Food services facilities are clean, operational, and well maintained.	YES		NO	No food service provided per initial school design.

FACILITIES & OPERATIONS	Full Compliance	Partial Compliance	Non-Compliance	N/A
f. Food service plan is in place including provision of free/reduced priced lunches; healthy food options are available to students.	1. Food service plan is clearly communicated to stakeholders. (i.e. website, handbook, flyers) 2. Free/reduced priced lunches are not visually different from paid lunches. 3. Daily food options always contain healthy choices.	1. Food service plan is clearly described by administration but not clearly communicated to stakeholders. 2. Daily food options may not always contain healthy choices.	1. Food service plan is not clear nor clearly communicated to stakeholders. 2. Free/reduced priced lunches are visually different from paid lunches. 3. Daily food options do not contain healthy choices.	No food service provided per initial school design.
g. Free and reduced lunch applications are current and on file.	YES		NO	No food service provided per initial school design.
h. Required food service inspection is current and posted in food service area.	YES		NO	No food service provided.
i. Transportation plan is in place, select one: (Use corresponding number for transportation questions that follow) 1. No busing offered. 2. Transportation is contracted with a provider. 3. School owns transportation vehicles.				
1. Evidence that transportation is not a barrier to equal access to the charter program. Transportation plan is documented in handbook or parent contract.	Transportation plan is noted in the handbook and/or parent contract, or through a signed parent acknowledgment of transportation responsibility.		Transportation plan is not noted in the handbook or parent contract, or there is no signed parent acknowledgement of transportation responsibility.	
2. A transportation agreement is on file if bus services are contracted.	YES		NO	No busing utilized or buses are owned by the school.
2 and 3. Buses contracted, leased &/or owned by the school, that are used to transport students, are inspected and maintained every 30 days by a certified inspector.	30-day maintenance records by a certified inspector are on file and available for review for the current school year.	Maintenance by a certified inspector has occurred per available records, but is not within the 30-day interval requirement.	The school has no record of 30-day maintenance by a certified inspector.	No busing utilized
2. and 3. Bus evacuation drills occur biannually. <i>If managed by bus company, school should maintain copies of drill completions on site.</i>	Evidence in CL demonstrates bus evacuation drills are performed within the first 6-weeks of every semester.	Evidence in CL demonstrates bus evacuation drill are performed every semester, but	There is no evidence available that biannual drills occur once per semester.	No busing utilized.

FACILITIES & OPERATIONS	Full Compliance	Partial Compliance	Non-Compliance	N/A
<i>Upload each drill to Charters.Link (CL) by September and February due dates.</i>		not within the first 6-weeks of every semester.		
2. and 3. Evidence that any vehicle owned or leased by the school and used to transport students is an approved vehicle and properly insured. If it is a bus, evidence of driver certification is required.	Required Evidence: 1. Owned or leased vehicle is an approved vehicle based on the current list provided by the Operations Division, Safety and Risk Management Approved Vehicle List. 2. Owned or leased vehicle is insured – Proof of Insurance 3. Bus drivers are certified – Proof of Commercial Driver’s License		Missing any piece of the required evidence.	No busing utilized.
2. and 3. School has information on file regarding all students transported by bus or van that includes emergency contact information. <i>(As applicable)</i>	School has a list of all students transported by bus or van that includes emergency contact information.		School does not have a list of all students transported by bus or van that includes emergency contact information.	No busing utilized.

RECORDS & COMMUNICATION	Full Compliance	Partial Compliance	Non-Compliance
a. Application process does not create a barrier or inequitable opportunity to access the school. Provide copy of application form.	Application is free of special population, discipline and academic promotion inquiry.		Application contains inquiry of special population status, discipline or academic promotion information.
b. Lottery process/policy and documentation are available on the school's website.	Lottery process/policy is written and publicly available on the school's website.	There is a written lottery process/policy, but it is not made available publicly on the school's website.	There is no lottery process/policy in place.
c. Enrollment/Registration procedures are clear and consistent and follow state statute; and include the Home Language Survey (HLS) and Date of Entry into the US School. (DEUSS). Provide copy of registration form.	<ol style="list-style-type: none"> 1. Enrollment/registration procedures are developed and can be clearly articulated by personnel. 2. Enrollment/registration procedures are made available to parents. 3. Enrollment/registration form includes HLS and DEUSS. 	1 of the 3 listed requirements are a concern or not evident.	2 or more of the 3 listed requirements are a concern or not evident.
d. Cumulative records are in a secure location, locked in a fireproof cabinet/room; are maintained in an orderly manner for each student and accessible to staff. <i>Recommendation: Organize student records according to the Cumulative Folder Checklist (SB87100) to ensure accurate record keeping.</i>	<ol style="list-style-type: none"> 1. Records are in secure location, locked in a fireproof cabinet/room 2. Records are maintained in an orderly manner for each student. 3. Records are accessible to staff. 	1 or 2 of the 3 listed requirements are a concern or not evident.	<ol style="list-style-type: none"> 1. Records are not in secure location, locked in a fireproof cabinet/room 2. Records are in disarray and do not appear to be orderly maintained. 3. Records are not accessible to staff.
e. Parent notification policy is in place to keep parents informed of student progress, programs, testing dates, attendance, the availability of academic assistance, the student code of conduct, teacher qualification, contacting the governing board and board meeting schedule/notices.	Written policies exist to document how parents are kept informed.	Administration can clearly describe ways parents are kept informed, but no written policy exists.	The school does not have mechanisms in place to communicate with parents.
f. Auditable attendance documents, including withdrawal forms for middle and high school students, are	Orderly auditable attendance document files include:	Auditable attendance document files are missing some of the items listed in	Auditable attendance document files are not created or several of the items listed in Full Compliance are missing. Items

RECORDS & COMMUNICATION	Full Compliance	Partial Compliance	Non-Compliance
established and maintained in an organized manner. <i>Continued from previous page</i>	<ul style="list-style-type: none"> • Printed Daily Absentee Bulletin from District’s SIS (SD4115A) OR Daily Attendance Report (SD 4110A) • EdConnect “Attendance Not Submitted” Report is BLANK (to verify all attendance has been submitted) • Signed attendance roster for classes with a substitute teacher • Log of calls from absentees • Log of sign-in/outs • Doctor notes • 10-day letters, as applicable • Withdrawal forms, MS & HS only. 	Full Compliance and/or files are not clearly maintained and organized.	available are not clearly maintained and organized.
g. Health services are managed appropriately. <i>Refer to the first 5 sections of the Charter Health Services Checklist.</i>	School has a Licensed Nurse or is 100% compliant with the guidelines in the first 5 sections of the Charter Health Services Checklist.	School is compliant with all but 1 or 2 of the guidelines in the first 5 sections of the Charter Health Services Checklist.	School is noncompliant with more than 2 of the guidelines in the first 5 sections of the Charter Health Services Checklist.
h. Cumulative health records are maintained for each student, including immunization certification and signed school health exam.	Random audit of student health records shows at least 95 % of records are compliant with requirements.	Random audit of student health records shows 90% - 94 % of records	Random audit of student's health records shows less than 90% meet compliance requirements.

GIFTED SERVICES	Full Compliance	Partial Compliance	Non-Compliance	N/A
a. Evidence that the school follows the District’s Special Programs and Procedures document related to CST. (Screening, correct cut-off scores, correct permission signed, etc.)	1. Use appropriate data to identify all high performing students. 2. Parent permission for screening. 3. Determine if student is Plan A or B. 4. Enter all data into the K Screen. 5. Notify the Psychologist of all of the students that scored a 115 or 130 on the KBIT (Plan B and Plan A). 6. Hold CST meetings for all students that passed the screening to obtain consent for testing.	1. Use appropriate data to identify some high performing students. 2. Parent permission for screening. 3. Determine Plan A or B for some students. 4. Enter some data into the K Screen. 5. Notify the Psychologist of some of the students that scored a 115 or 130 on the KBIT (Plan B and Plan A). 6. Hold CST meetings for some students that passed the screening to obtain consent for testing.	1. School does not use appropriate data to identify high performing students. 2. Parent permission for screening is not obtained. 3. Data is not entered into the K Screen. 4. Psychologist is not notified of students that scored 115 for Plan B and 130 for Plan A on the KBIT. 5. Does not hold CST meetings.	
b. Evidence that the school follows the District’s Special Programs and Procedures document related to eligibility meetings to ensure meetings are held within a reasonable amount of time after all evaluations are completed.	1. Upon receipt of completed evaluation to hold eligibility meeting within 30 days . (If eligible, develop an EP and obtain permission for placement.)	1. Upon receipt of completed evaluation to hold eligibility meeting within 31-45 days . (If eligible, develop an EP and obtain permission for placement.)	1. Eligibility/ Ineligibility meeting is not held. 2. No EP developed.	
c. Evidence that the school follows the District’s Special Programs and Procedures document to develop EP plans.	1. Plans developed within 30 days. 2. All information is housed in cumulative folder. 3. District SIS is updated.		1. Plans are not developed within 30 days. 2. Information is not housed in cumulative folder. 3. District SIS is not updated.	There are no gifted students at the school.
d. Educational Plans (EP) are current and compliant.	All EPs are current and compliant.	Most EPs are current and compliant.	Some EPs are current and compliant.	There are no gifted students at the school.

GIFTED SERVICES	Full Compliance	Partial Compliance	Non-Compliance	N/A
e. Gifted services match the EP. ___% of gifted students on consult ___% of gifted students receiving direct services	All gifted students' schedules reflect gifted services (logs, schedules, teacher notes, and lesson plans).	All gifted students' schedules reflect gifted services (logs, schedules, teacher notes, and lesson plans).	1. Appropriate personnel is not notified. 2. Students are not scheduled.	There are no gifted students at the school.
f. Gifted Teachers have completed identified EP trainings.	Gifted personnel have completed required district trainings.		Gifted personnel have not completed required district trainings.	There are no gifted students at the school.
g. Gifted Teacher has gifted endorsement.	Teacher's certification reflects gifted endorsement.		Teacher's certification does not reflect gifted endorsement.	There are no gifted students at the school.

ESE SERVICES	Full Compliance	Partial Compliance	Non-Compliance
a. Evidence that the school follows the District's Special Programs and Procedures pertaining to the completeness & timeliness of Prior Parent Notification (PPN).	1. Parents have signed and returned PPN indicating receipt of notice or parents have been provided two written documented attempts one via US mail. 2. PPN's are completed indicating 10 days notice, purpose of the meeting is correctly identified, appropriate team members are invited, and all attempts are documented on the Notification Record of the PPN.	1. Parents have signed and returned PPN indicating receipt of notice or parents have been provided two written documented attempts one via US mail- required for partial compliance . 2. PPN is completed indicating less than 10 days notice; <u>and/or</u> purpose of the meeting is not correctly identified; <u>and/or</u> appropriate team members are not invited; <u>and/or</u> all attempts are not documented on the Notification Record of the PPN.	1. Prior notification was not given to parents. 2. Prior Parent Notification are not sent by U.S. Mail after parent does not respond. 3. No attempts to contact parent are documented on the PPN.
b. Evidence that the school follows the District's Special Programs and Procedures related to providing Procedural Safeguards. Procedural	Parents are always provided with Procedural Safeguards prior to an annual review, evaluation, significant discipline and per parent request along	Some parents were provided a copy of Procedural Safeguards along with a documented explanation.	Parents were not provided a copy of Procedural Safeguards.

ESE SERVICES	Full Compliance	Partial Compliance	Non-Compliance
Safeguards were provided and explanations were provided or offered (State requires annual review, evaluation, significant discipline and per parent request).	with a documented explanation (per compliance guidelines).		
c. Evidence that the school follows the District’s Special Programs and Procedures related to eligibility meetings. Eligibility meetings are scheduled within best practice guidelines and all documents are properly drafted prior to holding the meeting.	<ol style="list-style-type: none"> All eligibility meetings are held in a timely manner (best practice within 30-days of receiving all completed evaluations). All eligibility paperwork is prepared and drafted prior to meetings. All required participants are at the meeting at the scheduled time. 	<ol style="list-style-type: none"> Some eligibility meetings are held within 31-45 days of receiving all completed evaluations. Some eligibility paperwork is prepared and drafted prior to meetings. Some required participants are at the meeting at the scheduled time. 	<ol style="list-style-type: none"> Eligibility meetings are not held in a timely manner. Eligibility paperwork is not prepared and drafted prior to meetings. Majority of the required participants are not at the meeting at the scheduled time.
d. Appropriate original documentation and forms are filed in the ESE folder housed in the cumulative record.	<ol style="list-style-type: none"> All of the ESE students are identified and all original documentation is housed in cumulative folders (PPN, Matrix, Progress Reports, and Reevals). All Initial eligibility and consent for placement forms are in the cumulative record. All IEP’s include a current Matrix. 	<ol style="list-style-type: none"> Some of the ESE students are identified and some original documentation is housed in cumulative folders. Some Initial eligibility and consent for placement forms are in the cumulative record. Some IEP’s include a current Matrix. 	<ol style="list-style-type: none"> None of the ESE students are identified and the original documentation is not housed in cumulative folders. Initial eligibility and consent for placement forms are not in the cumulative record. IEP’s do not include a current Matrix.
e. All student information is updated in District’s SIS. <i>Reminder: J-screens must be revised & current (Eligibility, FBA, Matrix, Transition Consent, etc.)</i>	<ol style="list-style-type: none"> All student information is updated in District’s Student Information System. All J Screens are completed and accurate. 	<ol style="list-style-type: none"> Some student information is updated in District’s Student Information System. Some J Screens are completed and accurate. 	<ol style="list-style-type: none"> No student information is updated in District’s Student Information System. J Screens are not completed and accurate.
f. IEPs are current and compliant.	<ol style="list-style-type: none"> All IEPs are updated. All IEP’s reflect matching services to support student needs. PLOP provides documentation to support PEN, which determines 	<ol style="list-style-type: none"> Some IEPs are updated. Some IEP’s reflect matching services to support student needs. PLOP provides documentation to support PEN, which determines 	<ol style="list-style-type: none"> Majority of IEPs are not updated. Majority of IEP’s do not reflect matching services to support student needs. PLOP provides documentation to support PEN, which determines the goals and

ESE SERVICES	Full Compliance	Partial Compliance	Non-Compliance
	the goals and objectives, as well as accommodations and services.	the goals and objectives, as well as accommodations and services.	objectives, as well as accommodations and services.
g. ESE Personnel have completed the two required, mandatory trainings: IEP training and Matrix training. <i>The monthly ESE meetings/ trainings are highly recommended.</i>	ESE Personnel have completed the two required, mandatory trainings.		ESE Personnel have not completed the two required, mandatory trainings.
h. General education teachers are implementing and documenting the use of accommodations noted on the IEP.	All general education teachers have documentation to support implementation of IEP accommodations.	Some general education teachers have documentation to support implementation of IEP accommodations.	General education teachers do not have documentation to support implementation of IEP accommodations.
i. General education teachers are participants in IEP meetings (providing planning notes, advising on Present Level statements, providing input related to goals, services, and accommodations, etc.)	General education teachers are present during IEP meetings or Consent to Excuse forms are signed with Planning Notes provided to ESE teacher prior to the IEP meeting.	Some general education teachers are present during IEP meetings or Some Consent to Excuse forms are not signed with Planning Notes provided to ESE teacher prior to the IEP meeting.	General education teachers are not present during IEP meetings and Consent to Excuse forms are not signed with Planning Notes provided to ESE teacher prior to the IEP meeting.
j. Required three-year reevaluations are completed on or before the due date.	All three-year reevaluations are completed on or before the due date.	Some three-year reevaluations are completed on or before the due date.	Majority of three-year reevaluations are not completed on or before the due date.
k. ESE students are placed in the Least Restrictive Environment (LRE) according to their IEP's. <i>Service delivery models implemented at the school aligns with the level of service indicated in the application.</i>	All ESE students are receiving ESE services based upon placement in the LRE. Master schedule, logs, and minutes, reflect a continuum of services (Consult, Support Facilitation, ESE Pull Out, and Co-Teach).		ESE students are not receiving ESE services based upon placement in the LRE. Master schedule, logs, and minutes, do not reflect a continuum of services (Consult, Support Facilitation, ESE Pull Out, and Co-Teach).
1. ESE & related services are being delivered as outlined in the students' current IEP's. (SIS & documentation logs indicating dates, times & goals addressed, as well as progress monitoring data)	1. All ESE services/settings match the services listed in the IEP. 2. All ESE service logs are up to date. 3. All of the ESE support matches the goal.	1. The majority of ESE services/ settings match the services listed in the IEP. 2. Some service logs are up to date. 3. Some of the ESE support match the goal.	1. Students are not receiving the services stated in the IEP 2. Service logs are not up to date. 3. The ESE support does not match the goal.

ESE SERVICES	Full Compliance	Partial Compliance	Non-Compliance
m. ESE Documentation is distributed to relevant parties, filed in the cumulative folder and sent to central files.	All ESE Documentation is distributed to all relevant parties, filed in all the cumulative folder and all are sent to central files.	Some ESE Documentation is distributed to some relevant parties, filed in some of the cumulative folder and some are sent to central files.	ESE Documentation is not distributed to relevant parties, is not filed in the cumulative folder and is not sent to central files.
n. The Matrix is completed/updated after each IEP meeting by trained personnel.	<ol style="list-style-type: none"> All Matrix are completed after each meeting. All Matrix are attached to most recent IEP. Two signatures are on each matrix 	<ol style="list-style-type: none"> Some Matrix are completed after each meeting. Some Matrix are attached to most recent IEP. Two signatures are on each matrix- required for partial 	<ol style="list-style-type: none"> Matrix are not completed after each meeting. Matrix are not attached to most recent IEP. Matrix are not completed or signed
o. The process for students transferring from out-of-state and out-of-county is followed.	<ol style="list-style-type: none"> Upon receipt of all out of county or out of state IEPs, DRT is contacted ASAP and required transfer forms are completed. All Transfer IEP meetings held in a timely manner (district rule is 15 days). All J screens are created and accurate. All Matrix are completed and attached to the Transfer IEP's. 	<ol style="list-style-type: none"> Upon receipt of some out of county or out of state IEPs, DRT is contacted ASAP and required transfer forms are completed. Some Transfer IEP meetings held in a timely manner (district rule is 15 days). Some J screens are created and accurate. Some Matrix are completed and attached to the Transfer IEP's. 	<ol style="list-style-type: none"> Upon receipt of out of county or out of state IEPs, DRT is not contacted ASAP and required transfer forms are not completed. Transfer IEP meetings are not held in a timely manner (district rule is 15 days). J screens are not created. Matrix are not completed and are not attached to the Transfer IEP's.

504 SERVICES	Full Compliance	Partial Compliance	Non-Compliance
Evidence that the school follows the District's 504 Procedures regarding evaluations, including the provision that 504 meetings are held within 30-days of receipt of request.	<ol style="list-style-type: none"> Upon receipt of parent request or documentation, meetings are held within 30 days. Consent for the evaluation is obtained. 	<ol style="list-style-type: none"> Upon receipt of parent request or documentation, meetings are held within 31-45 days. Consent for the evaluation is obtained- required for partial. 	<ol style="list-style-type: none"> Upon receipt of parent request or documentation, meetings are not held within 45 days. Consent for the evaluation is not obtained.
Evidence that initial eligibility meetings are held and the plan is developed (if applicable).	<ol style="list-style-type: none"> All meetings scheduled with parent and relevant parties. All eligibility meetings are held. All required participants are in attendance. All required forms are completed. 	<ol style="list-style-type: none"> Some meetings scheduled with parent and relevant parties. Some eligibility meetings are held. Some required participants are in attendance. Some required forms are completed. 	<ol style="list-style-type: none"> Majority of meetings scheduled with parent and relevant parties. Majority eligibility meetings are not held. Majority of required participants are not in attendance. Majority required forms are not completed.

504 SERVICES	Full Compliance	Partial Compliance	Non-Compliance
504 documents are filed in the cumulative folder.	All 504 documents are filed in the cumulative folder.	Some 504 documents are filed in the cumulative folder.	504 documents are not filed in the cumulative folder.
504 Personnel have completed required District 504 trainings.	All 504 Personnel have completed required District 504 trainings.		504 Personnel have not completed required District 504 trainings.
504 Plans are current and compliant.	All 504 plans are reviewed annually & up-to-date.	Some 504 plans are reviewed annually and are up-to-date.	The majority of the 504 plans are not reviewed annually and are not up-to-date.
General education teachers are implementing and documenting use of accommodations noted on the 504 Plan.	All general education teachers have documentation to support implementation of 504 accommodations.	Some general education teachers have documentation to support implementation of 504 accommodations.	General education teachers do not have documentation to support implementation of 504 accommodations.
Student information is updated in District's SIS. Q-screens are current.	<ol style="list-style-type: none"> All student information is updated in District's Student Information System. All Q Screens are completed and accurate. 	<ol style="list-style-type: none"> Some student information is updated in District's Student Information System. Some Q Screens are completed and accurate. 	<ol style="list-style-type: none"> Majority of student information is updated in District's Student Information System. Q Screens are not completed and accurate.

ELL SERVICES	Full Compliance	Partial Compliance	Non-Compliance	N/A
<p>a. School has written enrollment procedures in place and followed which assures:</p> <p>a) The Home Language Survey (HLS) is completed;</p> <p>b) HLS Reviewed for accuracy and any “yes” responses.</p> <p>c) HLS provided to school’s ESOL personnel for review—in a timely manner.</p> <p>d) DP codes all students new to SDHC with “yes” responses on the HLS as “LP” in the SIS.</p>	<ol style="list-style-type: none"> School applies enrollment procedures and assures all steps are followed. The HLS have written responses in all three questions. All applicable HLS are provided to ELL personnel for review upon student enrollment. DP codes all students new to SDHC with “yes” responses on the HLS as “LP” in the SIS. 	<ol style="list-style-type: none"> School applies some enrollment procedures, and some steps are followed. Some of the HLS have written responses in all three questions. Some applicable HLS are provided to ELL personnel for review upon student enrollment. DP codes some students new to SDHC with “yes” responses on the HLS as “LP” in the SIS. 	<ol style="list-style-type: none"> School has few enrollment procedures, and few steps are followed or none. Few or no HLS have written responses in all three questions. Few or no applicable HLS are provided to ELL personnel for review upon student enrollment. DP codes few or no students new to SDHC with “yes” responses on HLS as “LP” in the SIS. 	
<p>a. Potential ELL students are screened for entry into the ESOL program within 20 school days of enrollment in accordance with timelines written in Florida Rule 6A-6.0902 - <i>Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.</i></p>	<ol style="list-style-type: none"> All potential students are screened for entry into the ELL Program within 20 days of enrollment. All ELL test scores and applicable ELL data are entered in SIS in a timely manner. All applicable ELL data is reviewed to ensure completion and accuracy in SIS. 	<ol style="list-style-type: none"> Some potential students are screened for entry into the ELL Program within 20 days of enrollment. Some ELL test scores and applicable ELL data are entered in SIS in a timely manner. Some applicable ELL data is reviewed to ensure completion and accuracy in SIS. 	<ol style="list-style-type: none"> Few or no potential students are screened for entry into the ELL Program within 20 days of enrollment. Few or no ELL test scores and applicable ELL data are entered in SIS in a timely manner. Few or no applicable ELL data is reviewed to ensure completion and accuracy in SIS. 	
<p>b. All ELL Student Plans have been updated by October 1st of each school year, then printed, and signed by Date Certain for ALL LY students, as well as newly designated LF students.</p>	<ol style="list-style-type: none"> All Student Plans are correct and have been printed. All Student Plans with errors have been corrected and reprinted. All Student Plans are signed and/or dated by the deadline. All original Student Plans are filed in the ELL records folder. 	<ol style="list-style-type: none"> Some Student Plans are correct and have been printed. Some Student Plans with errors have been corrected and reprinted. Some Student Plans are signed and/or dated by the deadline. Some original Student Plans are filed in the ELL records folder. 	<ol style="list-style-type: none"> Few Student Plans are correct and have been printed. Few Student Plans with errors have been corrected and reprinted. Few Student Plans are signed and/or dated by the deadline. Few original Student Plans are filed in the ELL records folder. 	<p>There are no ELLs at the school.</p>

ELL SERVICES	Full Compliance	Partial Compliance	Non-Compliance	N/A
<p>d. ELL students with a Date Entered US School (DEUSS) of three or more years have had a meeting with the ELL Committee, with the parent invited, and the meeting was finalized in the Ellevation platform. This must be completed within the required period to determine whether student exits or remains in program.</p> <p>The following criteria must be discussed and included in written committee meeting notes:</p> <ol style="list-style-type: none"> 1. Test scores from State Mandated Assessments (FSA) and test scores from a Language Proficiency Assessment (ACCESS or MODEL) and... 2. At least two of the following: <ol style="list-style-type: none"> a) Extent and nature of prior educational or academic experience, social experience, and a student interview; b) Written recommendation and observation by current and previous instructional and supportive services staff; c) Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards; d) Grades from the current or previous years; e) Test results other than subparagraph (2)(a)1. or 2. of this rule. 	<ol style="list-style-type: none"> 1. All students requiring extension of instruction were identified in a timely manner and all meetings were scheduled accordingly. 2. For all ELL committee meetings, invitations are created, then saved to student profile and sent to parent in a timely manner. 3. All necessary ELL committee meetings held and notes included all criteria, then saved in Ellevation. 4. Utilizing the Student Meeting Report, all parents are notified as to the outcome of the meeting, in a timely manner. 	<ol style="list-style-type: none"> 1. Some students requiring extension of instruction were identified in a timely manner and meetings were scheduled accordingly. 2. Some ELL committee meeting invitations are created, saved to student profile and sent to parent in a timely manner. 3. Some necessary ELL committee meetings held and notes included all criteria, then saved in Ellevation. 4. Utilizing the Student Meeting Report, some parents are notified as to the outcome of the meeting, in a timely manner. 	<ol style="list-style-type: none"> 1. Few students requiring extension of instruction were identified in a timely manner and meetings were scheduled accordingly. 2. Few ELL committee meeting invitations are created, saved to student profile and sent to parent in a timely manner. 3. Few necessary ELL committee meetings held and included only some or all criteria and saved in Ellevation. 4. Utilizing the Student Meeting Report, few parents are notified as to the outcome of the meeting, in a timely manner. 	<p>There are no ELLs at the school.</p>
<p>e. All Student Meeting Report documents are printed and signed on the day of the committee meeting.</p>	<p>All current student meeting reports are signed, printed and filed in ELL Records folder.</p>	<p>Some current meeting reports are signed, printed and filed in ELL Records folder.</p>	<p>Few current meeting reports are signed, printed and filed in ELL Records folder.</p>	<p>There are no ELLs at the school.</p>

ELL SERVICES	Full Compliance	Partial Compliance	Non-Compliance	N/A
f. All required original documents are housed in the ELL Records folder with copies of all documents kept in a resource (backup) file.	<ol style="list-style-type: none"> All LY students and current LF students' ELL Records folders are audit ready. All backup folders are created and filed in correct order available for review. 	<ol style="list-style-type: none"> Some LY students and current LF students' ELL Records folders are audit ready. Some backup folders are created and filed in correct order available for review. 	<ol style="list-style-type: none"> Few LY students and current LF students' ELL Records folders are audit ready or none at all. Few backup folders are created and filed in correct order available for review or none at all. 	There are no ELLs at the school.
g. All student ELL information has been correctly entered and updated in the District's SIS by Date Certain for FTE Surveys 2 & 3.	All ELL data, dates and codes are accurately entered as evidenced in Report SD6059A and ELL Report SF3010A.	Some ELL data, dates and codes are accurately entered as evidenced in Report SD6059A and ELL Report SF3010A.	Few ELL data, dates and codes are accurately entered as evidenced in Report SD6059A and ELL Report SF3010A.	There are no ELLs at the school.
h. School has held two (2) parent involvement opportunities specifically for parents of ELL students; 1 meeting required per semester.	School has held both meetings and has the corresponding paperwork as evidence.	School has held one meeting and has the corresponding paperwork as evidence.	School is unaware of requirement and has not held any meetings for ELL parents.	There are no ELLs at the school.
i. ELL Strategy Checklist is provided to teachers of ELL students and available with lesson plans for review.	ESOL personnel has distributed form to teachers, and all have returned their forms completed.	ESOL personnel has distributed form to teachers, and some have returned their forms completed.	ESOL personnel has distributed form to teachers, and a few have returned their forms completed.	There are no ELLs at the school.
j. Monitoring of LF students is completed at the appropriate time, per the schedule provided in Programmatic Handbook, and based on student's exit date. Dates are visible in the Ellevation platform with data correctly entered into the District's SIS.	<ol style="list-style-type: none"> All LF monitoring is completed accurately during the monitoring window (see yearly monitoring table). All meetings are held and recorded in Ellevation. All monitoring dates are entered in SIS in a timely manner. 	<ol style="list-style-type: none"> Some LF monitoring is completed accurately during the monitoring window (see yearly monitoring table). Some meetings are held and recorded in Ellevation. Some monitoring dates are entered in SIS in a timely manner. 	<ol style="list-style-type: none"> Few LF monitoring is completed accurately during the monitoring window (see yearly monitoring table) or not completed at all. Few meetings are held and recorded in Ellevation or not completed at all. Few monitoring dates are entered in SIS in a timely manner or not completed at all. 	There are no ELLs at the school.

ELL SERVICES	Full Compliance	Partial Compliance	Non-Compliance	N/A
<p>k. The ELL Committee meets to discuss ELL student retentions as evidenced in the Ellevation platform.</p>	<ol style="list-style-type: none"> 1. All retention meetings are held that include ELL personnel and administration. Parent invitation is evident. 2. All retention meetings are documented in Ellevation along with notes/outcome. 3. All student meeting reports are printed and kept in the student's ELL Records folder. 4. All copies of the student meeting report is sent home to the parent. 	<ol style="list-style-type: none"> 1. Some retention meetings are held that include ELL personnel and administration. Parent invitation is evident. 2. Some Retention meetings are documented in Ellevation along with notes/outcome. 3. Some Student meeting reports are printed and kept in the student's ELL Records folder. 4. Some copies of the student meeting report are sent home to the parent. 	<ol style="list-style-type: none"> 1. Few retention meetings are held that include ELL personnel and administration. Parent invitation is evident or none at all. 2. Few Retention meetings are documented in Ellevation along with notes/outcome or not completed at all. 3. Few Student meeting reports are printed and kept in the student's ELL Records folder or not completed at all. 4. Few copies of the student meeting report are sent home to the parent or not completed at all. 	<p>There are no ELLs at the school.</p>
<p>l. School leader is aware of District's ELL compliance timeline and provides follow-up with school's ELL personnel to ensure all compliance items are completed on time.</p>	<p>The school leader is always aware of ELL personnel's timeline and deadlines to ensure compliance and is in constant communication with ELL charter office contact.</p>	<p>The school leader is sometimes aware of ELL personnel's timeline and deadlines to ensure compliance and is in constant communication with ELL charter office contact.</p>	<p>The school leader is seldom aware of ELL personnel's timeline and deadlines to ensure compliance and is in constant communication with ELL charter office contact.</p>	<p>There are no ELLs at the school.</p>
<p>m. Assigned ELL school personnel attends the ELL trainings provided by the charter office to ensure accuracy and compliance. <i>As recommended.</i></p>	<p>School ELL personnel attends All recommended ELL district trainings during the school year.</p>	<p>School ELL personnel attends some of the recommended district trainings during the school year or follows up with charter office to get updates.</p>	<p>School ELL personnel attends few of the recommended district trainings during the school year or seldom follows up with charter office to get updates.</p>	<p>There are no ELLs at the school.</p>

CURRICULUM & TEACHING	Full Compliance	Partial Compliance	Non-Compliance
a. A research-based reading program is being implemented as designed on a consistent basis for reading interventions/intensive reading for Level 1 and 2 students.	1. Master schedule reflects clear Tier 2 and Tier 3 level interventions. (push in, pull out, and/or combination) 2. Documentation showing frequency, group size, and intensity of services for Level 1 and Level 2 Reading students. 3. A resource map showing evidence based programs aligned to language, phonological awareness, phonics, fluency, vocabulary, and comprehension, and/or writing. 4. Identification of materials used.	3 of 4 requirements listed under “Full Compliance” are evident.	Less than 3 requirements listed under “Full Compliance” are evident.
b. Research-based supplemental reading intervention materials are being used to support the reading program.			
c. A research-based core ELA program is being implemented on a consistent basis that aligns to Florida Standards and the FLDOE instructional materials adoption list.			
d. Reading intervention teachers are reading certified or reading endorsed. Administrator has a plan in place for how to manage this requirement at the school.	All reading teachers are certified/endorsed for Tier 3 students.	Some reading teachers are certified/endorsed for Tier 3 students.	School does not have reading certified/endorsed teachers for Tier 3 students.
e. Evidence that professional development opportunities are made available to teachers and are in alignment with the schools continuous improvement needs. <i>Provide list of school’s continuous improvement need. PD schedule, agendas, inservice records, etc.</i>	School provided a comprehensive school-based professional development plan addressing all areas of continuous improvement needs.	School provided a comprehensive school-based professional development plan addressing some of the areas of continuous improvement needs.	School did not provide a comprehensive school-based professional development plan.
Lesson Plan Review Look Fors:	Electronically provide a sampling of 10 lesson plans covering varying grade levels and subject areas.		
f. Subject areas and grade levels clearly identified in the lesson plans.	YES		NO
g. Delivery method the teacher will use to meet the instructional target is clearly identified in the lesson plan. Lessons are targeted to Florida Standards and specific student objectives.	YES		NO

CURRICULUM & TEACHING	Full Compliance	Partial Compliance	Non-Compliance
h. ESOL strategies and accommodations are clearly identified in the lesson plans, and by lesson.	YES		NO
i. ESE and/or 504 accommodations are clearly identified in the lesson plans and identified by student.	YES		NO
j. Instruction is differentiated (based on data) to meet the needs of all students, both whole and small groupings. Differentiated instructional strategies (whole vs. small group) are clearly identified in the lesson plans.	Lesson plans differentiate by student data and needs, and show both small and whole group activities.	Lesson plans do not differentiate by student data, and/or shows one type of activity (small or whole group).	Lesson plans do not reflect differentiation.
k. FSA ELA Level 1 and 2 students are receiving the required reading intervention to meet their specific needs. Instructional time is identified in the school's master schedule.	<ol style="list-style-type: none"> 1. Master schedule reflects clear Tier 2 and Tier 3 level interventions. (push in, pull out, and/or combination) 2. Documentation showing frequency, group size, and intensity of services for Level 1 and Level 2 Reading students. 	1 of 2 requirements listed under "Full Compliance" are evident.	Evidence was not provided.
MTSS Review Look-Fors:			
l. A Problem Solving Leadership Team (PSLT) is conducting data analysis, analyzing progress monitoring reports and providing meeting discussion notes.	<ol style="list-style-type: none"> 1. Data used to monitor learning and guide instruction are available for review. 2. Admin. is able to knowledgably discuss data use within the school. 3. PSLT meeting notes that include data analysis discussion are available for review. 	<ol style="list-style-type: none"> 1. Some data is available for review. 2. Admin. has some understanding of student data and use within the school. 3. PSLT meeting notes do not include data analysis discussion. 	<ol style="list-style-type: none"> 1. There is no data available for review. 2. Admin. has limited or no understanding of student data and use within the school. 3. PSLT meeting notes are not available. 4. School PSLT does not meet.
m. Multi-tiered Systems of Support are in place to support students with interventions in academics, attendance, and behavior.	<ol style="list-style-type: none"> 1. Documentation of tiered support is available for review in: <ol style="list-style-type: none"> a.) academics b.) attendance c.) behavior 2. Admin. or designee is able to discuss processes/system in place. 	<ol style="list-style-type: none"> 1. Documentation of tiered support is available in some of the 3 areas for review. 2. Admin. or designee is able to discuss processes/system in place. 	<ol style="list-style-type: none"> 1. No documentation of tiered support is available for review. 2. Admin. or designee is minimally able to discuss process/system in place.

CURRICULUM & TEACHING	Full Compliance	Partial Compliance	Non-Compliance
n. The school utilizes relevant data, including FSA ELA & Math results and universal screening data, to identify students in need of Tier II supplemental and Tier III intensive interventions.	The school has a data wall for each grade level that includes relevant data, including FSA ELA & Math and universal screening data, to identify students in need of Tier II and Tier III intervention supports.	The school has a data wall for some grade levels that includes relevant data, including FSA ELA & Math and universal screening data, to identify students in need of Tier II and Tier III intervention supports.	The school has a data wall for each grade level, but students in need of intervention supports have not been identified OR school does not have data walls.
o. Evidence of scheduled Tier II and Tier III intervention supports occur on a consistent basis.	Schedules provided clearly delineate the time, location and personnel for consistently delivering all Tier II and Tier III intervention supports for all grade levels.	Schedules provided only partially delineate the time, location and personnel for delivering all Tier II and Tier II intervention supports for all grade levels OR clear schedules are provided for only some grade levels.	No schedule provided OR Schedules provided do not delineate intervention supports.
p. The school has implemented a process to track and monitor student retentions (current year retainees and students retained two or more times).	YES		NO
q. Evidence of a course recovery/grade forgiveness process.	School has an Extended Learning Program plan for course recovery/grade forgiveness during the year and for summer.	School has an Extended Learning Program plan for course recovery/grade forgiveness either during the year OR for summer, but not both.	School does not have an Extended Learning Program plan.

ASSESSMENT	Full Compliance	Partial Compliance	Non-Compliance
a. Students participate in all age appropriate state assessments. <i>(percentage of students tested)</i>	YES <i>(90% and above)</i>		NO <i>(89% or below)</i>
b. The school has a designated state certified test coordinator who attends required District meetings.	1. Name of person provided as the school’s state certified test coordinator is verified with the District’s Assessment Office. 2. Test coordinator attends all required District Meetings.		1. School does not have designated a state certified test coordinator; OR 2. Test coordinator does not attend all required District Meetings.
c. Schoolwide assessment plan is implemented and includes ongoing progress monitoring; <i>and a norm-referenced assessment for grades 1 and 2. (As applicable)</i> Check off assessments & note grade levels; designate NRT for grades 1 & 2 with * : ___i-Ready: ___NWEA-MAP: ___Istation: ___USA Test Prep: ___IXL: ___Performance Matters: ___EasyCBM: ___FAIR-FS: ___ACT: ___SAT: ___PERT: ___Industry Certification: ___Others (list):	There is a written assessment plan available for review which includes: 1. Testing calendar(s) 2. Benchmarking tool/Universal Screener 3. Progress monitoring tool/plan 4. Other identified assessment tools 5. <i>NRT tool for grades 1 and 2.</i>	There is a written assessment plan available but it is missing 1 of the 4-5 key assessment pieces.	<ul style="list-style-type: none"> • There is no written assessment plan established. • Administration can describe the plan, but it is missing key assessment pieces.
d. Evidence that staff receives training in test administration (sign-ins/agendas, maintained record of security agreements).	1. School is able to provide records of signed security agreements (From previous or current year); AND School is able to provide evidence of staff training in test administration (Sign-ins, agendas, PowerPoints/Training Materials).	1. School has signed security agreements on file; OR School is able to provide evidence of staff training in test administration (Sign-ins, agendas, PowerPoints/Training Materials).	1. School does not have signed security agreements on file; AND 2. School is not able to provide evidence of staff training in test administration (Sign-ins, agendas, PowerPoints/Training Materials).

HUMAN RESOURCES/CERTIFICATION	Full Compliance	Partial Compliance	Non-Compliance	N/A
a. Policies and procedures for the appointment, compensation, promotion, suspension and dismissal of employees are documented and approved by the Governing Board. (Evidenced in minutes).	<ol style="list-style-type: none"> 1. A copy of the Charter School employee handbook is readily available for review. 2. Governing Board minutes are available for review. 	A copy of the Charter School employee handbook and Governing Board minutes are available, but pertinent information is missing.	Employee Handbook and Governing Board minutes are not available for viewing.	
b. Out of field teachers have been approved by the District and the charter school board and have been communicated to parents by October and February FTE. (Out-of-field letters).	Parent Letter holds names of all out of field teachers with Board minutes documenting the out of field approval.	Some out of field teachers are not listed on the Parent Letter and/or the Board approval is missing.	The Parent Letter and Governing Board minutes have not been provided and/or updated.	If school has no OTF teachers
c. A complete list of charter school employees is available and includes the employee's name and job assignment(s).	A complete list has been provided, to include support employees.	Some employees are missing from the list.	An updated list containing all employees has not been provided.	
<p>c. Personnel files are maintained appropriately including copies of the following documents, preferably in this order:</p> <ol style="list-style-type: none"> i. Copy of Employment Application ii. Copy of Employment Contract iii. Job description iv. Proof of Fingerprints on file v. Copy of college transcripts vi. Copy of teaching certificate/license vii. Initial Processing Record for all teachers viii. Copy of I-9 & W-4 ix. Copy of ID x. Evaluations xi. Proof of ESOL Requirement/Compliance xii. Copy of Agreement to Earn (if applicable) 	<ol style="list-style-type: none"> 1. All items listed are in the employee personnel file in the order that they are listed, if applicable. 2. Personnel files are stored under lock. 	Some documents are missing from an employee file.	<ol style="list-style-type: none"> 1. Personnel files are not in any sort of order for review, with many missing documents. 2. Personnel files are not stored under lock. 	

TITLE I COMPLIANCE <i>(Section will be removed if not applicable)</i>	Full Compliance	Partial Compliance	Non-Compliance
a. There is a Comprehensive Needs Assessment along with a school wide plan or school improvement plan with corresponding peer review on file.	YES		NO
b. Title I compliance activities and documents have been uploaded monthly.	YES		NO
c. Title I funds are requested monthly for personnel reimbursement.	YES		NO
d. There is evidence that the Title I budget is reviewed regularly.	YES		NO
e. The Title I grant request system is accessed and prior approval is received before expenditures are made.	YES		NO
f. There is evidence of ongoing scientifically research-based professional development.	YES		NO
g. There is evidence of family involvement training activities.	YES		NO
h. There is evidence that the Title I parent family engagement plan (PFEP) and parent-school compact was developed with parental input and distributed in their language.	YES		NO
i. There is evidence of compliance regarding Parents' Right to Know and Parents' Right to Review notifications (ie: professional qualifications, timely information).	YES		NO
j. Teachers and paraprofessionals are highly qualified. (Principal has signed attestation)	YES		NO
k. Parents have access to the Parent Family Engagement Plan and parent resources.	YES		NO
l. Federal property inventory is kept up-to-date.	YES		NO

