Capacity Interview

Florida Association of Charter School Authorizers

Duval County Public Schools – Charter Office

September 28, 2023

Steps Prior to Capacity Interview

Receipt of Application

- Initial review during drop off to ensure application is complete

- Deeper technical review

- Applicant notified of any technical issues

- Applicant has 7 days to fix technical issues

Application Review

- District experts from various offices review portions of the application

- Results of individual reviews are submitted to the charter office

- Charter office compiles all the reviews into a single review document

- Questions are pulled from the review for the Capacity Interview

Timeline

Generic timeline has been created as part of the district's "Charter School Application: Processes, Procedures, Guidelines, and Timeline" document.

The capacity interview is targeted to occur 45 days after the receipt of the application and for the review to be completed within 60 days.

SECTION 3: TIMELINE (APPROXIMATE)

Application and Processes, Procedures, Guidelines, and Timeline available on-line

- September
  Dates posted for New Charter Application Orientation

- October and March
  New Charter Application Orientation

- Application Submission Date (ASD)
  Applications may be submitted at any time by an applicant per Florida Statute. Please follow the manner of delivery in the overview section on page 3 and submit two (2) hard copies and one searchable electronic version to the Charter School Office by 4:00 p.m. Understand, the submission process requires approximately 30-minutes. The charter office closes promptly at 4:30 p.m.

- ASD +1 to 7 days
  The TRC reviews all applications for technical compliance

- ASD +7 days
  The TRC notifies applicants in writing of any technical or non-substantive corrections that may be made before the application is submitted to the ARC.

- ASD +14 days
  Applicant submits any technical or non-substantive corrections back to the Charter School Office. The corrections must be resubmitted in the original format provided to the district, to include 2 hard copies and 1 electronic version by 4:00 p.m. to the Charter School Office.

- ASD +15 to 17 days
  The TRC turns over all applications to the ARC.

- ASD +17 to 38 days
  The ARC reviews each application using the Florida Charter School Evaluation Instrument.

- ASD +45 days
  Applicant Capacity Interviews

Application Review

District personnel are provided with a blank rubric for the section of the application with which they have expertise.

Section	Department Reviewing	Email Sent To
Section 01	Charter Office	CHARTER OFFICE PERSONNEL
Section 01	Charter Office	CHARTER OFFICE PERSONNEL
Section 01	Charter Office	CHARTER OFFICE PERSONNEL
Section 02	Charter Office	CHARTER OFFICE PERSONNEL
Section 03	English Language Arts	DISTRICT ELA DIRECTOR
Section 03	Mathematics	DISTRICT MATHEMATICS DIRECTOR
Section 03	Science	DISTRICT SCIENCE DIRECTOR
Section 03	Social Studies	DISTRICT SOCIAL STUDIES DIRECTOR
Section 03 Part D	Student Information Systems	SIS DIRECTOR
Section 04	English Language Arts	DISTRICT ELA DIRECTOR
Section 04	Mathematics	DISTRICT MATHEMATICS DIRECTOR
Section 04	Science	DISTRICT SCIENCE DIRECTOR
Section 04	Social Studies	DISTRICT SOCIAL STUDIES DIRECTOR
Section 05 Part A, B, G and H	Data and Assessment Team	DATA AND ASSESSMENT DIRECTOR
Section 05 Part C through F	School Counseling	COUNSELING DIRECTOR
Section 05 Part G	State Assessments	ASSESSEMENT AND ACCOUNTABILITY DIRECTOR
Section 05 Part G through L	School Improvement	SCHOOL IMPROVEMENT DIRECTOR
Section 05 Part H and I	Professional Development	PROFESSIONAL DEVELOPMENT DIRECTOR
Section 06 Park K	Gifted Education	GIFTED EDUCATION SPECIALIST
Section 06 Part A through J	Exceptional Student Education	ESE DIRECTOR
Section 07	English Speakers of Other Languages	ESOL DIRECTOR
Section 08	Student Discipline and Support Services	CULTURE AND CLIMATE DIRECTOR
Section 09	Charter Office	CHARTER OFFICE PERSONNEL
Section 10	General Counsel	GENERAL COUNSEL
Section 11	Human Resources	HUMAN RESOURCES DIRECTOR
Section 12	Human Resources	HUMAN RESOURCES DIRECTOR
Section 13	Professional Development	PROFESSIONAL DEVELOPMENT DIRECTOR
Section 14	Charter Office	CHARTER OFFICE PERSONNEL
Section 15	Community Involvement	COMMUNITY ENGAGEMENT DIRECTOR
Section 16	Facilities	FACILITIES DIRECTOR
Section 17	Transportation	TRANSPORTATION DIRECTOR
Section 18	Food Services	FOOD SERVICES DIRECTOR
Section 19	Charter Office	CHARTER OFFICE PERSONNEL
Section 19	School Police	SCHOOL SAFETY SPECIALIST
Section 20	District Finance	DIRECTOR BUSINESS SERVICES
Section 21	District Finance	DIRECTOR BUSINESS SERVICES
Section 22	District Finance	DIRECTOR BUSINESS SERVICES

Application Review

District personnel are provided with a blank rubric for the section of the application with which they have expertise.

19. <u>School Safety and Security</u>
The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):
s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:
A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a <u>fully-developed</u> plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may <u>post</u> a threat to the safety of staff or students.

Overall Section Score		
Meets the Standard	**Partially Meets the Standard**	**Does Not Meet the Standard**
☐	☐	☒

Part A	Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

The applicant's response to part A:		
Meets the Standard	**Partially Meets the Standard**	**Does Not Meet the Standard**
☐	☒	☐

Strengths of the Response for Part A:	Reference:
The applicant's response "Partially Meets the Standard." The applicant states that budget is included for a full-time JSO Officer who will be at the school from the beginning of the school day until the end of the school day. This shows compliance with the "bell-to-bell" requirements. The application speaks to a staff member who will be the lead safety and security person in the school in additional to the JSO Officer. The application also speaks to an additional security guard onsite. However, the reader cannot find a reference to the JSO Officer, security lead of security guard within the budget submitted as part of the application. If the applicant is expecting to use personnel from other entities (Hollybrook Apts.), that must be clear in the application and a plan needs to be presented on how these personnel will represent the school as a separate entity providing in-kind services. The security lead and/or security guard are not in compliance with Florida statutes if they have not been certified as a school guardian.

The applicant speaks to making sure that all teachers are trained which is positive, but does not address the question asked – *"Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S."*

Additional clarification is needed regarding the guard at a gate station:
- What entity employs this guard?
- How is this position covered when the guard is not present?
Will this guard also be certified as a guardian? | Pages 94-95 |

Capacity Interview Participants

Applicant Team

- At least one member of the proposed school's governing board

- Chosen members of the school leadership team

- Person with financial knowledge and expertise

- Any other people with knowledge of the application

District Participants

- Charter office personnel

- District finance personnel

- Members of the application review committee where a section was marked as not meeting the standard

Capacity Interview Questions (Current)

Capacity Interview Questions

Section 1 – Mission, Guiding Principles and Purpose

Charter Office – Prevatt - Per the application, the school's mission concentrates on, "cultivating the minds and hearts of students through the pursuit of truth, goodness, and beauty." How does the applicant team envision this mission incorporating academics?

Section 2 – Target Population and Student Body

Charter Office – Moultrie-Agbaje - The area identified in the application is currently serviced by eight district managed elementary schools, four district managed middle schools, three district managed high schools, eight K-8 charter schools, one 6-12 charter school, one charter high school, and numerous private schools, many with an A or B rating from the State of Florida, including multiple high performing charter schools. What research has the applicant done to determine the need, or desire, for additional educational options within the target area?

Charter Office – Moultrie-Agbaje - The application only listed Providence School of Jacksonville by name while stating that 19 private schools have been identified for potentially targeted students. Providence School of Jacksonville is not within the targeted area. Please elaborate on the private schools that have been identified and tell how many of these are in the Mandarin area?

Section 3 – Educational Program Design

Academic Services – ELA – Berry – Please explain how the Core Knowledge Sequence is compatible with the sequence outlined in the B.E.S.T. standards for ELA.

Academic Services – ELA – Berry – How will the school ensure students requiring intervention do not feel "punished" during Lyceum when their peers are being given unstructured time, that feels like a reward?

Section 4 – Curriculum Plan

Academic Services – ELA – Berry – What will the frequency be for Tier 2 and Tier 3 interventions? What will be the typical size group?

Academic Services – Mathematics – Walker – Please explain how the Singapore mathematics materials align with the B.E.S.T. standards and will prepare students for the State of Florida accountability assessments.

Professional Development – Spaulding – The application refers to teachers using frequent formative, authentic, and standardized assessments to gauge student learning. When the application refers to "authentic" assessment, what is envisioned by the writer?

School Improvement – Bowes – How will student data be protected electronically?

Section 6 - Exceptional Students

Exceptional Student Education – Cane – What is your expectation related to the services that will be provided by Duval County Public Schools for Exceptional Student Education?

Exceptional Student Education – Cane – Discuss your understanding of the timeline for evaluation of students once a parent makes an evaluation request.

Exceptional Student Education – Cane – When would a change of placement that leads to a student not being served by a charter school be appropriate?

After the Interview

Applications With Major Deficiencies

- A follow up discussion is scheduled with the applicant

- Issues with the application are discussed in detail

- Applicant notified of criteria used in the past for approval or denial

- Applicant is presented the option of withdrawing the application

Applications Without Major Deficiencies

- Results are compiled for the Superintendent

- Director – Charter Schools meets with Superintendent and Assistant Superintendent of School Choice

- Compiled results are presented

- Superintendent provides recommendation for approval or denial

- Agenda item is created for the next available school board meeting by the District Charter Director

- Agenda item is presented to the board at agenda review

- Item is voted on at next regular board meeting

Questions

Should you have questions which you would prefer to address one-on-one, please use the contact information below.

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