

**2009-10 CHARTER SCHOOL APPLICATION RUBRIC  
SCORE SHEET  
Mavericks High Charter School**

This rubric will be used to provide a score of acceptable or unacceptable in each of the five categories and an overall score of acceptable or unacceptable. The rubric will represent the Superintendent's recommendation to the School Board for their consideration.

Within each category there are legal requirements that must be met in order to receive an acceptable score. Even one unacceptable score may translate to an overall recommendation to reject the application.

In some cases a category may be rated unacceptable but the recommendation may be to approve the application and to correct deficiencies during charter negotiations.

**OVERALL SCORE = A**

I.	<u>Academic Design:</u>	Score = A
II.	<u>Governance, Administration, and Operations:</u>	Score = A
III.	<u>Business Management Issues:</u>	Score = A
IV.	<u>Unitary Status Issues:</u>	Score = A
V.	<u>General Issues:</u>	Score = A

*NOTE: Score of 'A' denotes acceptable*  
**Score of 'U' denotes unacceptable**

## 2009-2010 CHARTER SCHOOL APPLICATION RUBRIC

### Mavericks High Charter School

#### **ACADEMIC DESIGN**

##### **I. Guiding Principles, Purpose & Mission**

###### **A. Did the applicant clearly define the core philosophy of the school?**

Yes. The applicant clearly defined its core philosophy as a school that reengages disenfranchised students in the learning process that will culminate in the student receiving a high school diploma and have expanded career or higher education options. The school's mission is to: Retrieve students who have dropped out of school and provide an education offering that is innovative, self-paced, contemporary, and individualized to suit each student's needs.

###### **B. Did the applicant adequately address the principles of the school as specified by law?**

Yes. The applicant addressed how it would complete the required principles of:

- Meeting high standards of student achievement while providing parent's/guardian's flexibility to choose among diverse education opportunities by providing academic opportunities to select smaller, individualized, self-paced course work and extend students opportunities to dually enroll in a college.
- Promote enhanced academic success and financial efficiency by aligning responsibilities and accountability through their academic model of establishing four learning levels to meet each student's individualized needs. This model will identify a student's strengths and opportunities for growth with on-going results that will monitor the student throughout the program.
- Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school by obtaining a collection of student data during the initial admissions process to help establish baseline information, continue to monitor student assessment results throughout the year using multiple indicators that include diagnostics measures, literacy benchmarks and FCAT preparation assessments, and provide this information to parents through a variety methods that include quarterly reports access to the school's secure on-line portal.

###### **C. Did the applicant adequately address the required purposes of the school as specified by law?**

Yes. The applicant addressed how it would complete the required purposes of:

- Improving student learning and achievement by implementing an innovative customized academic learning level program. Each level will include small class size, qualified teachers teaching subject matter, teacher-driven individualized differentiated instruction. Active community involvement will be solicited to support student success.
- Increasing learning opportunities for all students, with special emphasis on low-performing students and reading by providing teacher-driven individualized differentiated instruction to help assist low performing students in the learning, analyzing student success through the use of on-going assessment data, and providing mentoring and tutorial services.

- Encouraging the use of innovative learning methods by incorporating state-of-the art, teacher-directed, technology-driven, learning opportunities designed to increase learning for students enrolled in all four of the school's learning levels. In addition the school will also incorporate the following
  - i. An Author in Residence program
  - ii. A daily living skills program
  - iii. A career and family program
  - iv. A cyber athletic and game club program

D. Was there any other information shared by the applicant that pertained to this area? (Optional)

Yes. On pages 7 and 8, the applicant included statements concerning several optional purposes:

- Provide rigorous non-traditional option within the public school district by offering credit acceleration through the schools customized learning levels that are mastery-based and delivered through teacher interaction and technology.
- Create innovative measurement tools by establishing an academic assessment process that begins during the admissions process and continue monitoring progress throughout the student's career at the school. In addition to this assessment program, the school will assess and monitor other important factors such as self motivation, and levels of student hope for success.

E. Was the target student population clearly defined (age, grade level, maximum number of students per year)?

Yes. The proposed school will enroll drop-out or at risk of dropping out students ages 15-21 in grades 9-12. The school plans to cap its enrollment to 550. Each class size will not exceed 25 students.

## **II. Educational Programs**

A. Did the applicant adequately define the curriculum objectives and the alignment to the Sunshine State Standards?

Yes. The applicant will utilize the APEX Learning Academic Curriculum that is aligned to Florida's Sunshine State Standards (SSS) in conjunction to supplemental printed materials and books to help students achieve academic mastery for each subject area.

B. Did the applicant adequately define the reading curriculum as required by state law?

Yes. The reading program will focus on the five strategic reading areas of:

- Phonemic Awareness
- Phonics Instruction
- Vocabulary
- Fluency
- Comprehension

The school will utilize the APEX Reading Program which satisfies Florida's Just Read initiative and is aligned to the state's SSS. The school's reading program will be supplemented through the use of other reading programs such as A+ curriculum, Powerglide, and Fast ForWord-Reading Assistant.

- C. Did the applicant clearly define the curriculum goals and objectives? Are the student academic expectations clearly defined?

Yes. On pages 27-31 the applicant defines what students are expected to know and be able to do for each subject in each learning level. The school's curriculum and related content directly aligns to the state's Sunshine State Standards.

- D. Has the applicant clearly defined instructional methods and distinctive instructional techniques?

Yes. The applicant will utilize a variety of methods to instruct students such as: problem-solving themes, hands-on manipulation, direct instruction, technology, mentor tutoring and peer tutoring, and community involvement of real-world applications.

- E. Did the applicant clearly address how the school will meet the needs of exceptional education students?

Yes. On pages 60-65, the applicant gave a detailed explanation of how the needs of the exceptional education students would be met by complying with all federal, state, and local policies and procedures to meet exceptional education students. The school recognizes that it is obligated to provide a full continuum of services to ESE students to the same extent as other schools within the district.

- F. Did the applicant specifically demonstrate the ability to meet the needs of English for Speakers of Other Languages Program?

Yes. On pages 66-69, the applicant describes in detail the identification and screening process, an instructional delivery model, and communication methods it will use to inform parents of students with limited English proficiency.

### **III. Student Assessment**

The applicant provided extensive student measurement goals and objectives. In Pinellas, we have used a consultant each year to work with each of our charter schools individually to set adequate and measurable goals each fall and measure the student progress toward those goals at the end of the school year. This system meets the state requirements.

- A. Did the applicant clearly define how the school will measure student improvement at all grade levels?

See above statement.

- B. Did the applicant define how the school will measure student performance using baseline data?

See above statement.

- C. Did the applicant clearly define methods that would be used to measure the strengths and needs of students?

See above statement.

- D. Did the applicant include a plan to compare the progress of students in the charter school with comparable students in other Pinellas County schools?
- See above statement.
- E. Did the applicant define how the school will participate in the state assessment program?
- See above statement.
- F. If this is a secondary school, did the applicant provide a legal method for graduation documentation?
- Yes.

## **GOVERNANCE, ADMINISTRATION AND OPERATIONS**

### **I. Organizing Board**

- A. Is the proposed charter school organized as, or operated by, a Florida nonprofit organization?
- The proposed charter will operate as New Alternative Education High School, a 501 (c) 3 organization doing business as mavericks High, D. Wade's School of Pinellas County.
- B. Has the applicant supplied the requested information on the organizing board?
- Yes, there are four local representatives, led by Susan Latvala. Biographies are included in the application.
- C. Did the applicant disclose any relationship with a for-profit entity? If so, will approving the charter school become problematic?
- No. The school plans to contract for educational and business services within a not-for-profit corporation, Mavericks in Education Florida, LLC.
- D. Did the applicant disclose any business arrangements that may have an impact on school operations? If so, will approving the charter school become problematic?
- Yes, the school will contract with Mavericks in Education Florida, LLC. No problem is identified.
- E. Did the applicant provide the name of an official representative to negotiate the charter?
- Not specifically, but it will be a representative of Mavericks in Education Florida, LLC.

### **II. School Governance**

- A. Did the applicant adequately describe the governance structure of the school including whether the school will be a public or private employer?

Yes. The school will be a private employer.

- B. Did the applicant adequately describe the administrative structure of the school?

Yes, the school will follow the traditional school structure.

- C. Did the applicant adequately describe how the board of directors will be chosen and what steps will be taken to maintain continuity between the founding organizer's vision and the board of directors?

Yes, a detailed procedure is provided in the application.

- D. Did the applicant adequately describe the roles and responsibilities of the governing board, including the relationship of the board to the teachers and administrators?

Yes. The board of directors will delegate the day-to-day operation of the school to the principal and staff. The principal will supervise the teachers and the rest of the staff.

- E. Did the applicant adequately describe how and when parents will be involved in decision-making?

Yes, the parents will be involved through a school advisory council as well as through parent surveys and numerous other opportunities to participate in the school.

- F. Did the applicant adequately describe how the charter school would comply with Florida's public records laws and public meetings laws?

Yes, the applicant is aware of and will comply with these laws.

- G. Does the applicant adequately address the storage of student and financial records?

The applicant will comply with Florida law regarding student and financial records.

- H. Does the application adequately address emergency plans for fire, hurricanes, tornadoes, and child safety issues?

Yes, detailed plans are included in the application.

### **III. Enrollment Procedures, Recruiting Strategies, and Marketing Plans**

- A. Did the applicant adequately describe the procedure for enrolling students?

Yes.

- B. Did the applicant provide the required information regarding the adoption of a code of student conduct?

The applicant will use the Pinellas Code of Student Conduct with possible modifications.

- C. Did the applicant provide an adequate time table for registering and enrolling students, including a procedure for enrollment in a lottery if necessary?

Yes.

- D. Did the applicant provide recruiting and marketing plans to be used to attract a sufficient pool of student applicants, and include plans to match the educational needs of the students with the school's academic program?

Yes, extensive and complete marketing and recruiting efforts are included in the application. Applicants will be tested to ensure appropriate academic placement.

#### **IV. Employee/Human Resource Information**

- A. Does the application adequately define employee selection and qualification criteria? Were job descriptions and qualifications of each position included?

Yes.

- B. Did the applicant provide the requested salary and benefit proposals for employees, and the employee dismissal procedures to be used?

Yes. Teachers will receive a base pay and will be eligible to receive annual bonuses based on the academic progress of their students.

- C. Did the applicant provide the method to notify parents of the qualifications of teachers at the charter school?

The applicant will notify parents through multiple methods, and will follow the law regarding out-of-field notification. Information will also be made available through the school office.

- D. Did the applicant provide the staffing model to be used and did it include class sizes and student/teacher ratios?

Yes, the applicant is aware of and will comply with Florida's class size mandate.

#### **V. Student Transportation/Food Service**

- A. Did the applicant provide for the necessary student transportation procedures?

Yes, the school will follow the law on student transportation issues.

- B. Did the applicant include a process to deliver a food service program to the students which includes methods of complying with the federal free and reduced lunch?

The application provides no specifics but must meet federal guidelines.

#### **VI. Length of Contract and Implementation Time Table**

- A. Did the applicant request a specific length of time for the charter?

Yes, five years.

- B. Did the applicant provide a time table for implementing the charter which includes information to ensure that the proposed date of the final charter approval will allow sufficient time to open the school in a timely manner?

Yes, an adequate time table was provided.

## **VII. Evidence of Support**

- A. Did the applicant provide documentation of local community support among teachers, parents, students, community members, and institutional leaders, through letters of support, surveys, or other means?

Evidence of need for the school's services was provided but no local surveys.

## **VIII. Facilities**

- A. Has the applicant secured an adequate school facility or identified potential school locations? If so, does the location present any educational, logistical or safety problems?

No site has been selected but the applicant is currently evaluating several school sites which meet the needs of the students and the budget. The applicant proposes to use a developer to prepare a facility and lease it to this school. The site will be fully compliant with all applicable building codes.

- B. Has the applicant provided for a suitable educational facility? Does the applicant also include a funding source for remodeling the facility and for demonstrating how and when the facility would be brought into compliance with applicable building codes?

Detailed funding models were provided.

- C. If applicable, did the applicant describe financing plans for the proposed charter school facility?

Yes, the applicant explains that it has access to a developer which will potentially allow the school to lease a facility without paying up front construction costs.

## **BUSINESS MANAGEMENT ISSUES**

- A. Did the applicant adequately describe the financial management and internal accounting procedures of the school to be used? Were the resumes of accounting services provided applicable and did the applicant include a description of the school's process for completing an annual financial audit?

Yes. The school will contract with an education services provider, Mavericks in Education Florida, LLC, for all business and financial needs, including the required annual audit.

- B. Did the applicant present a balanced budget for start-up expenses covering only the planning and capital expenses necessary before school opening?

Yes.

- C. Did the applicant provide an annual financial plan for each year requested by the charter? Did the plan contain anticipated fund balances based on revenue projections, a



spending plan based on revenue and expenses, and a description of the controls which will safeguard the finances and projected enrollment trends? Over all, did the applicant provide evidence of fiscal viability and sound financial planning?

Yes, a detailed and acceptable plan is provided.

- D. If applicable, did the applicant provide detailed plans to supplement revenues through fundraising or other activities?

Yes, the applicant will supplement basic state revenues through school based fundraising efforts as well as applicable grants.

- E. Did the applicant provide detailed plans for school insurance, both liability and property and casualty?

Yes, however, the charter contract will include specific details regarding insurance coverage.

### **UNITARY STATUS ISSUES**

- A. Does the applicant provide adequate and appropriate procedures to assure attaining the goals of racial and socioeconomic diversity in the community?

The applicant sufficiently addresses the goal of a diverse student population and the mechanisms it will use to promote this goal. These mechanisms include advertisements in print and electronic media (including advertising in smaller local community newspapers), public meetings to promote the charter school, and contacting community social service organizations in various communities. The applicant affirms a commitment to a diverse population and an atmosphere of inclusion and acceptance.

### **GENERAL ISSUES**

- A. Has the applicant demonstrated full knowledge of the charter school concept and law?

Yes.

- B. Does the application reflect careful preparation and attention to detail?

Yes, a very detailed application was submitted.

- C. Additional issues and/or concerns.

See previous items that need clarification in the charter should the application be approved.