

Freddie Woodson, Deputy Superintendent
District/School Operations

SUBJECT: REQUEST SCHOOL BOARD DENIAL OF THREE CHARTER SCHOOL APPLICATIONS FOR SHINE! EDUCATIONAL SERVICES, INC., ON BEHALF OF GROWTH ACADEMIES FOR REMARKABLE YOUTHS (G.A.R.Y.) INSTITUTE

COMMITTEE: INSTRUCTIONAL EXCELLENCE AND COMMUNITY ENGAGEMENT

LINK TO STRATEGIC FRAMEWORK: STUDENT, PARENT, AND COMMUNITY ENGAGEMENT

As established in School Board Rule 6Gx13- 6A-1.471, Charter Schools (K-12), Miami-Dade County Public Schools (M-DCPS) has received charter school applications from individuals and/or organizations in the community.

Shine! Educational Services, Inc. (Shine!) proposed three charter schools: Growth Academies for Remarkable Youths (G.A.R.Y.) Institute – N.E. Dade; Growth Academies for Remarkable Youths (G.A.R.Y.) Institute – N.W. Dade; Growth Academies for Remarkable Youths (G.A.R.Y.) Institute – S.W. Dade. Each proposed charter school would serve a maximum of 1,725 students in kindergarten through grade twelve, with a maximum of 558 students in kindergarten through grades 8, excluding grade 3, in its first year of operation, commencing with the 2010-2011 school year and ending on June 30, 2015.

Following is the Founding Board for the Charter School: Ms. Marie Danielle Cothière, ESE Teacher, Miami Edison Senior High School (M-DCPS); Mr. Gerald Darang, Store Manager, Dominick's Finer Foods Division, Safeway, Inc.; Ms. Linda Cothière, Teacher, Morningside Elementary & North Miami Adult Education Center (M-DCPS); Mr. Harry Daniel, Doctorial Candidate, Florida Atlantic University; and Mr. Widy Dieudonné, Station Supervisor, MTA New York City Transit.

On January 12, 2010, M-DCPS' Charter School Technical Assistance Team (TAT) reviewed the applications and identified a number of concerns which were forwarded to the M-DCPS' Charter School District Review Committee (DRC) for final review and final recommendation to the Superintendent of Schools, pursuant to School Board Rule 6Gx13- 6A-1.471, Charter Schools (K-12). Utilizing the Florida Department of Education's Model Application Evaluation Form, the TAT identified significant deficiencies in 14 of the 19 sections of each application.

On February 18, 2010, the DRC was convened to further review the application and provide the applicant the opportunity to address deficiencies and/or concerns. By a unanimous vote, the DRC made a recommendation to the Superintendent of Schools

for denial of the applications. Reviews by both the TAT and the DRC are the basis for denial of this application. Detailed deficiencies are delineated in the Florida Department of Education's Charter School Application Evaluation Instrument.

Shine! failed to meet the following statutory requirements:

- Provide a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards. *[s. 1002.33(6)(a)(2), F.S.]*
- Provide goals and objectives for improving student learning and measuring that improvement. The goals and objectives failed to indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction. *[s. 1002.33(6)(a)(3), F.S.; s.1002.33(7)(a)(7), F.S.]*
- An annual financial plan for each year requested by the charter for operation of the school for up to 5 years. The applicant failed to provide a plan that contained anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends. *[s. 1002.33(6)(a)(5), F.S.]*

In addition, reviewers also identified the following deficiencies in the application which are required elements of the Florida Model Charter School Application:

- An understanding of the students the charter school intends to serve;
- An educational philosophy that is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- An educational philosophy that presents evidence that the proposed approach will lead to improved student performance for the school's target population.
- A curriculum plan that provides a clear and coherent framework for teaching and learning;
- A curriculum plan that that will enable students to attain Sunshine State Standards and receive a year's worth of learning for each year enrolled;
- A curriculum plan that is consistent with the school's mission, educational philosophy and instructional approach;
- A curriculum plan that will be appropriate for all students at all levels;
- Measurable educational goals and objectives that set high standards for student performance;
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation;
- Evidence that a range of valid and reliable assessments will be used to measure student performance;
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress;
- Evidence that data will inform decisions about adjustments to the educational program;

- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education;
- Capacity to meet the school's obligations under state and federal law regarding the education of exceptional students;
- A school calendar and schedule that meets the minimum statutory requirements;
- Documentation of proper legal structure of the governing board;
- Adequate policies and procedures for board operation;
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management;
- A plan for the meaningful involvement of parents and the community in the governance of the school;
- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school;
- A sound plan for the recruitment, selection and evaluation of the school leader;
- A viable and adequate staffing plan;
- A sound plan for recruiting and retaining qualified and capable staff;
- A compensation plan that will attract and retain quality staff;
- Policies and procedures that hold staff to high professional standards;
- Meaningful partnerships with the community that further the school's mission and programs;
- A student recruitment plan that will enable the school to attract its targeted population;
- A transportation plan that will serve all eligible students;
- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility;
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school; and
- A fiscal management system that is appropriate, follows generally accepted accounting principles and properly safeguards assets.

Copies of the application and evaluation instrument will be transmitted to the School Board Members under separate cover and will be available for inspection by the public in the Office of Board Recording Secretary, Room 924, and in the Citizen Information Center, Room 158, 1450 N.E. Second Avenue, Miami, Florida 33132.

RECOMMENDED: That The School Board of Miami-Dade County, Florida deny the charter school applications submitted by Shine! Educational Services, Inc., on behalf of:

1. Growth Academies for Remarkable Youths (G.A.R.Y.) Institute – N.E. Dade;
2. Growth Academies for Remarkable Youths (G.A.R.Y.) Institute – N.W. Dade; and
3. Growth Academies for Remarkable Youths (G.A.R.Y.) Institute – S.W. Dade.

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