

Charter School Scoring Rubric

School Name: **Cornerstone Academy**
I. ACADEMIC DESIGN

Date: **September 19, 2006**

1) Guiding Principles, Purpose, and Mission:

- A. Core philosophy/underlying philosophy of the school.
- B. Utilization of Guiding Principles.
- C. Meeting prescribed purposes.
- D. Target population to be served, including ages and grade levels.

Total 12

A.	3	2
B.	3	2
C.	3	2
E.	3	2

2) Educational Program:

- A. Educational purposes and curriculum objectives and content of main subject areas.
- B. Reading curriculum; strategies; scientifically based.**
- C. Goals and objectives to improve student learning.
- D. Instructional methods and distinctive learning techniques.
- E. Meeting the needs of ESE students and how services will be delivered. **(Detailed)**
- F. Meeting the needs of LEP students both limited and proficient. **(Detailed)**

Total 25

A.	3	2
B.	10	2
C.	3	2
D.	3	2
E.	3	2
F.	3	2

3) Student Assessment:

- A. Goals and objectives to measure student achievement.
- B. Assessment plan in core academic areas.
- C. Methods to identify educational strengths & needs of students and to what extent Goals are met. **Description of how data will be used to address instructional needs.**
- D. Description of evaluation of students' rate of progress and progress rates of comparable student populations.
- E. Student participation in FCAT program.
- F. Secondary charters method for determining that a student has met requirements for graduation.

Total 15-18

A.	3	1
B.	3	1
C.	3	1
D.	3	1
E.	3	1
F.	3	

II. GOVERNANCE & MANAGEMENT (total points possible)

1) Profile of the application group and management team:

- A. Description of application group/management team including for each person: name, background, professional or other relevant experience, and references
- B. Transition of Founding Board to Governing Board.
- C. Description of relevant expertise of retained consultants or professionals (e.g. accounting, finance, educational management services, risk management, human resources).
- D. Identification of management or professional expertise that must be acquired and how task will be achieved.
- E. Discussion of business arrangements or partnerships with existing schools, Educational programs, businesses, or non-profit organizations.

Total 15

A.	3	1.5
B.	3	1.5
C.	3	1.5
D.	3	1.5
E.	3	1.5

2) School Governance

- A. Description of legal entity that will organize and/or operate school.
- B. Outline of school's governance and management structure, including responsibilities, policies, and practices for managing the school.
- C. Status as private or public employer. If participating in Florida Retirement Program, detail of process leading to participation.
- D. Explanation of how Governing Board will be chosen initially and in future
- E. Provides method for resolving disputes between charter and sponsor.
- F. Description of parental involvement including governance, communication with Governing Board and management team, and methods for handling disputes between parents and school. **Schedule of Governing Board Meetings.**
- G. Description of compliance with Florida Statutes relating to public records and public meetings.

Total 21

A.	3	1.5
B.	3	1.5
C.	3	1.5
D.	3	1.5
E.	3	1.5
F.	3	1.5
G.	3	1.5

3 Fully Addressed
 2 Addressed-Yet Incomplete
 1 Incomplete
 0 Not /addressed

* **D. In the case of an existing school being converted to a charter, suggested alternative arrangements for current students who choose not to attend the charter.**

D.	N/A	
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2) Class Size Requirements

Total 3

A. Description of methods to ensure compliance with Florida’s class size provisions.

A.	3	3
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3) Student Code

Total 3

A.. Description of plans to ensure safety and security of students and staff, as well as plans to identify, minimize, and protect others from violent or disruptive student behavior.

A.	3	3
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4) Human Resource Information:

Total 12

A. Description of standards and potential strategies to be used to recruit, hire, train, and retain qualified staff.

A.	3	3
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B. Description of human resource plan that will govern: salaries, hiring & dismissal, and benefits packages.

B.	3	3
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C. Description of how the qualifications of the teachers be described to parents, as required in the charter statute.

C.	3	3
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D. Description of targeted staff size, staffing plan and projected student-to-teacher ratio.

D.	3	3
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* **E. If being converted to a charter, suggest alternative arrangements for current teachers.**

E.	N/A	
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5) Transportation:

Total 9

A. Discussion of plans for transporting students to and from school. Description of arrangements to be made with local school district, private provider, or with or with parents.

A.	3	1
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B. Explanation of how the “reasonable distance” has been defined in the transportation plan, including the factors that helped form the basis for this distance determination

B.	3	1
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C. Description of the policies which will help ensure transportation is not a barrier to “equal access” for all students.

C.	3	1
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6) Food Service

Total 9

A. Discussion of the plans for providing food service, including the arrangements that will be made with either the local school district or with a private agency.

A.	3	2
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B. Description of the plans for providing food and related food services, meeting reporting requirements, and documentation of annual sanitation certification.

B.	3	1
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C. Description of the procedures to process free/reduced lunch applications for eligible students.

C.	3	2
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SCORING

Total Possible Points:

Elementary School: 232 Points

Middle and High School: 235 Points

**FOR AN ACCEPTABLE APPLICATION 90 % OR
TOTAL NUMBER OF POINTS IS REQUIRED:**

ELEMENTARY 90% = 209
MIDDLE AND HIGH SCHOOL 90% = 212

Your total score was:

129 = 56%

New Application Review Feedback Sheet (2006)

Department of Charter Schools
School District of Palm Beach County

Applicant / School Name: Cornerstone Academy

School Level: Elementary Middle High Cross-level (specify) _____

Total Points Earned: *131* out of points

I. Academic Design

1) Guiding Principles, Purpose, and Mission: 10 out of 15 points

- Grandiose;
- Team Teaching p.4
- Career oriented to middle class mentality p.3
- Class size; team teaching; make this not an issue (?)
- What are the diverse educational opportunities? pp 5-6
- Parent involvement p.5
- Community participation
- Expansion issue
- Summer pre-K program
- Position choice program; pre-teen after school and Saturday
- CHAMPS
- Hope Faith Based Charity
- See p.9

2) Educational Program: 12 out of 25 points

- detailed description; strategies and objectives are addressed at length but there is no evidence of goals set;
- differentiated reading: differences are addressed but no specific research is cited;
- Innovative: no evidence of innovation or creativity; on p.10 there is one sentence noting an innovative nursing program;
- Curriculum and mission are not cohesive; population and mission are not related;
- Technology noted is basic and standard not advanced; specialized technology is not specified;
- Need for course analysis for secondary grades;
- Do not have a detailed description of educational services: i.e. Math, Science, and Social Studies;

- Uncertain of educational focus group; K-5, 6-12, or K-12;
- ESOL is written as part of ESE (NOT THE SAME!)

3) Student Assessment: 5 out of 15 points

- Need to be more specific and list all objectives and goals along with appropriate terminology
- Ways to access test scores, current or previous;
- Students need to be compared against themselves and not primarily against the district's average;
- Address of students' needs in Science and Writing;
- Strategies to obtain and disaggregate tests (diagnostics, standardized, etc) results;
- Identification of the true lowest 25% in Reading and Math;
- Handling of students needing PMP (old AIP) in Math, Writing, and Science;
- Target participation rate;
- Requirements for each graduation options;
- Specific school's academic rigor conducive of students' success in district and state assessments;
- Lack of strategies for testing, test results, result disaggregation;
- Lack of clear plan to assess students' needs;
- No defined accountability plan for testing / assessment

II. Governance and Management

1) Profile of the application group and management team: 7.5 out of 15 points

- Grossly incomplete;
- Common affiliation with church organization;
- Need similar affiliation schools;
- Permissions to perform background checks;
- Bank references on involved parties or entities;
- Specify what "SCORE" is and its nature with the school;
- Name the founding members who will become governing board members;

2) School Governance: 11 out of 21 points

- Alignment of roles and responsibilities of the Board;
- Parent participation in the Board;
- Details on how board members will be selected in the future;
- No terms specification for board members;
- No timetable for board meetings;
- No defined grievance procedures, past a conference with the principal;

- Vague as to requisite qualifications of Board members;

3) Length of Contract and Implementation Timetable: 1 out of 3 points

- Requesting a 10-year charter;
- Does not address contingency plans for unanticipated events;
- Vague, broad view of timetable for school's start up;
- Opening of school checklist;

4) Recruiting and Marketing Plan: 2 out of 6 points

- Confounded and vague
- No mentions of set strategies for unforeseen eventualities;
- Based on dubious grants that are yet to be written and not at all promised to be awarded;
- Grammar (run-on sentences; incomplete thoughts);
- Unclear narrative
- No mention of lottery or flexibility for addressing unanticipated events

III. Finance and Facilities

1) Facilities: 36 out of 54 points

- No facilities;
- No description of facility being sought;
- No concrete information provided;
- No facility proposed;

2) Finance: 7 out of 21 points

- Projections too high for a first year charter;
- No plan for 50 or 75% capacity;
- No contingency plan for reduced enrollment;
- No start-up expense details submitted;
- Incomplete description on what format will be used for accounting (red book);
- Mentions of extraordinary start-up expenses, but no details provided;
- No cash flow data

3) Risk Management: 9 out of 15 points

- Regardless of Florida Statute Protections, the school must still purchase General Liability, Auto Liability, Worker's Compensation, E+O (Professional Liability), Fidelity/Crime and Property Insurance

IV. Operations

- 1) Admissions and Registration Plan: 9 out of 9 points
- 2) Class Size Requirements: 3 out of 3 points
- 3) Student Code: 3 out of 3 points
- 4) Human Resource Information: 12 out of 12 points
 - Question about staff development
- 5) Transportation: 3 out of 9 points
 - Contracting with the District for student transportation services is no longer an option for charter school; the District is no longer contracting with charter school to provide transportation services;
- 6) Food Service: 5 out of 9 points
 - No mention of meeting reporting requirements;
 - Annual sanitation certification.