



NCA CASI
Arizona State University
P.O. Box 871008
Tempe, AZ 85287-1008
www.ncacasi.org

SACS CASI
1866 Southern Lane
Decatur, GA 30033
www.sacscasi.org

NSSE
Suite 406
1699 East Woodfield Road
Schaumburg, IL 60173-4958
www.nsse.org

Standards Assessment Report

Collegiate High School at Northwest Florida State College

100 College Boulevard Niceville, Florida 32578

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Demographics

Public/Non-public:	Public
School Type:	AdvancED - High School
Charter School:	N/A
Enrollment:	254
Gender at School:	Co-Ed
Beginning Grade:	10
Ending Grade:	12
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Suburban
Gender at School:	Co-Ed

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Highly Functional

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Operational

1.3 Identifies goals to advance the vision:

Operational

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Highly Functional

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Highly Functional

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Highly Functional

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The establishment of a clear vision and operational educational principles was an important part of the chartering process when the school was established nine years ago. An extensive process of gathering information and establishing interest was initiated beginning with focus groups from the college staff. Focus groups throughout the community were convened which included community leaders, parents, and prospective students. In this manner the unique vision was established and became the basis for the contract between the school and the school district. The Collegiate High School Vision and Educational Principles attract students with high personal goals and shape the curriculum, teaching expectations and instructional methods. The review of both documents is constant and on-going. Stakeholders may raise issues at any time about reviewing/expanding the Collegiate High School's vision and principles. Both are addressed formally each year at the two annual parent meetings and guide the development of the School Enhancement Plan, the School Handbook and Code of Conduct, Pupil Progression Plan, and the Annual Report of Progress.

When the initial Education Principles which guide the charter are revised, the following process is used:

- A formal review occurs every three years (and may be reviewed annually).
- When an amendment is proposed, school staff produce language to capture the proposed change.
- It is presented to the Advisory Council (Council of the Whole includes stakeholders: parents, faculty, staff, college faculty, students) for a vote and then to the Board of Trustees (school governing board) for final approval. The vision of the school is a "living" document that guides the instructional and non-instructional functions of the school. The Vision and Educational Principles are prominently addressed in the following ways: posted in hallways and on the school web site, studied and tested in College Success classes, and printed in all school brochures and official documents. Further, the annual student-parent surveys (NWFSC Collegiate High School Student Satisfaction Survey) are developed and are measured against the Vision and Education Principles.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

The Annual Progress Report and the School Enhancement Plan capture the profiles of our students to compare them in various ways to other students such as those who are dual-enrolled, who are full-time college students, or who attend schools with similar populations. Parents and the Board of Trustees are sent an executive summary of this report. The summary and the entire report are also available on the Collegiate High School web site. The report is sent to the school governing board, to the Florida legislature and to the Okaloosa County School Board. The demographics are collected in a variety of ways. The student services staff collects academic data (FCPT, FCAT, ACT, SAT, etc) to create profiles of students to assist with course placement and academic support plans. During the annual assessment of progress, the demographics of the school are examined with respect to maintaining a school profile that closely reflects that of the community at large. For example, when the school's minority population was less than the district as a whole, actions were taken to improve access to and information about the school to minority students and their families. The Collegiate High School has no enrollment preference other than the 20% pre-collegiate and 80% collegiate admission capacity required by the charter and the statutory military accommodation requirement. As a charter school in Okaloosa County, the school is a school of choice for all students, and the admission process protects the equity of opportunity by providing for a random lottery when the applicants are greater than the spaces available during any admission period. A lottery has been conducted each year of operation. The capacity of each grade and the school is established annually by the governing board of the school.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

The operating procedures of the school and the curriculum design are an outgrowth of the Vision and Educational Principles. Because the Vision and Educational Principles, in turn, direct students in selection of courses to earn both a high school diploma and an Associate of Arts degree, the Collegiate High School staff works closely with Northwest Florida State College faculty who are knowledgeable about curriculum, instructional strategies, and progress toward meeting college requirements for various degree programs. This partnership is supported by both college and high school administration to reinforce the high school and college experience for students. The leadership of the school subscribes to research practices that are shown to improve student achievement including keeping learning experiences in the classroom a priority, protecting instructional time from non-instructional interruptions, and preserving the prerogative of the instructor to design learning strategies for students in specific disciplines. Additionally, financial resources are made available for instructional needs in the classroom and for instructors to enhance their professional knowledge and skills through conferences, professional literature, and practice-oriented staff development as determined by the individual instructor and the priorities of the Enhancement Plan. As learning initiatives are adopted, the necessary training is provided to advance the new strategies, e.g. student-led conferences. The final process to ensure the connection between teaching and learning is through reflection upon and evaluation of each strategy by the staff as a whole.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

As the school has grown and developed, the need has arisen to assure continuity of the vision of the school as staff changes are made and student demographics change. While many processes are in place to maintain the school focus, it has become evident as the school staff and enrollment have increased that more formal strategies have evolved to maintain the standard of service and quality of student performance that the school has enjoyed since opening nine years ago.

The orientation of new staff, the prominence and visibility of the vision throughout the school, a school culture that encourages stakeholder contribution, and the continuous evaluation of indicators based upon objective student data are measures that serve to keep the vision and principles of the school current. Keeping the mission of the school as an integral part of all documents and procedures assures a constant connection between philosophy and action. The preservation of formal documents and the use of technology as a common communication tool assist in preserving the institutional history and in measuring school progress and effectiveness. The accreditation process also produces self-examination and opportunity for continuous improvement.

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Indicators: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

2.5 Fosters a learning community:

Highly Functional

2.6 Provides teachers and students opportunities to lead:

Highly Functional

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Highly Functional

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Highly Functional

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

All policies and procedures manuals are posted on the school's web site and distributed directly to the staff, the students and their parents. The Board of Trustees meets regularly to review all programs and operating procedures. The charter document that established school policies was designed through consensus gathering at stakeholders' meetings prior to the opening of the school. Since that time, the yearly Enhancement Plan is designed by the staff under the leadership of the director. The Annual Progress report of the Enhancement Plan is distributed to all stakeholders via the web, e-mail, and at parent meetings. In addition, all students and parents sign a participation agreement outlining their rights and responsibilities as members of the Collegiate High School. The school communicates on a regular basis to all stakeholders through the Director's Notes found on the web site and through a monthly newsletter and as needed through direct mail (post cards, letters, forms) targeted for specific activities (computer use, permission forms) and audiences (grade levels, students, parents). Contact information is kept in a variety of forms for parents in order to be immediately available to faculty and staff. Frequent updates of contact information are solicited for keeping records current. The school handbook lists methods of school contact that are available to parents and encourages parents to use a variety of methods to monitor their student's progress.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

Students' academic progress, as measured by grades, GPA, and standardized tests scores, is reviewed each semester to determine which students need additional academic support. The tenth grade students take a standardized end-of-course exam that is based on the Florida State Sunshine Standards. After each major event at the school, the staff meets to review what worked well and what did not in order to make future improvements. Students and parents are surveyed annually by mail or the web to determine their perspective on the overall effectiveness of the school. The web response was added to increase availability of the survey to parents and to elicit increased response. This data is used in preparing the next Enhancement Plan. Further, assessment is conducted for specific strategies, e.g. parents' evaluation of student-led conferences. Suggestions are noted for consideration and inclusion in the next event or policy/procedure change. Student standardized test data, including ACT, SAT, FCAT results, are collected and compared with the performance of similar students throughout the state, district, and nation. The administration evaluates the data to compare change over time with learning initiatives and innovations at the school level, e.g. ACT

and reading scores trends align with the school wide reading initiative.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

Students experience leadership opportunities in high school and college government associations. A Collegiate High School student served for the past two years as the college Student Government Associate president, a position ensuring them a prominent voice on college committees including the College Wide Council composed of college administrators, faculty, and non-instructional personnel. Parents have open access to the director, coordinators, and faculty and staff. Two major open house events are held each year, in addition to a parent orientation held in the summer. Parents are invited, and do attend, the opening school year assembly. Parents organize and supervise school events such as the prom, the senior trip, and class sponsored activities, in effect, assigning the school the role of support rather than leader. Parents, students, community members, and college faculty have been fully involved in preparation for our quality assurance review through workshop meetings. An open invitation is extended and sign-up sheets are available at all advisory business meetings and open houses for volunteers in various aspects of the school.

At the weekly staff meetings, the faculty and staff discuss and share ideas about all items on the agenda and are provided an opportunity to express ideas about all facets of the school's operation. High school faculty and staff are included on all committees of the college and are equal contributors to the decisions that affect both the college and the high school. Staff members serve as discussion leaders and professional presenters in professional development workshops. Parents, students, and staff take a lead role in presenting information to new students and their parents at the annual summer orientation and campus visit.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Innovation is the essence of the charter school concept. The Collegiate High School is founded on the principle of giving parents and students an educational choice that is based upon research, promising practices, civility, and small school culture. The admissions process and procedures are clearly outlined, reviewed, advertised, and adopted by the governing board of the school. The admissions policy of 20% pre-collegiate and 80% collegiate opens the program to varied ability levels of students, while the challenging curriculum raises individual performance expectations of every student. Equity of opportunity to attend is assured through a random lottery process. Once in the program, each student has an individualized plan of study and the full academic support from the high school and the college through personal and electronic support systems (tutoring, PLATO, learning labs, Smarthinking.com). In accordance with the recommended research-based best practice for adolescent reading, students choose their own reading materials for the year-round Read This! program. Seniors are provided an adviser and select an expert-in-the-field for their senior capstone projects, the culminating strategy for demonstrating the quality of their education and readiness to apply their knowledge to the real world (see Capstone Project details at <http://faculty.owc.edu/comm/currid>). Community members, government leaders, authors and other guest lecturers interact with our students during the school year providing role models and relevant connections to life long learning and practical application of lessons. Students also participate in an annual student-led conference with their parents, reversing the traditional approach of parent-teacher conference with the student replacing the teacher as the primary source of information. Students take the lead in the conference with the adult as the facilitator.

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:
Highly Functional

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:
Highly Functional

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:
Operational

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:
Highly Functional

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:
Highly Functional

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

3.7 Provides for articulation and alignment between and among all levels of schools:

Operational

3.8 Implements interventions to help students meet expectations for student learning:

Operational

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Operational

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Highly Functional

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The Collegiate High School's tenth grade entry-level high school curriculum is based on and aligned with the Florida Sunshine State Standards. Juniors and seniors are dual enrolled as full-time college students in traditional college classes. As an accelerated program for mature, motivated high school students, the lowest level high school curriculum is at the honors level. The bar is raised for students to achieve at an accelerated instructional level regardless of their previous academic background. Individual differences are accommodated through differentiated instruction that includes individual tutoring, study groups, directed independent study, and access to a variety of instructional support systems at both the high school and the college. All resources of the college are available to students. All students have a high school graduation plan and a college Comprehensive Graduation Plan. The pupil progression plan is updated in accordance with changes in state statutes and school needs and is distributed yearly on the school's web site and in hard copy to the staff. Weekly staff meetings focus on student progress and mutual instructional planning. Shifting of the traditional tenth grade curriculum from World History to American History and from World Literature to American Literature allows tenth grade professors to regularly conduct cross-curricular activities. The five tenth grade professors (reading, English, science, math, and American History) have offices in close proximity to each other, which affords them the opportunity to coordinate testing times and to plan curriculum. The tenth grade professors are intentionally selected for their knowledge of high school curriculum and college curriculum in the subject they teach, either teaching or having taught college-level courses. Such a staffing pattern is an intentional attempt to articulate instruction across grade levels and to assist students in accelerating college progression and in matriculating to the next instructional level. Communication across grade levels and between departments is vital to the success of students. The Curriculum Coordinator and the Student Services Coordinator serve as a bridge to the college professors who submit quarterly progress reports on the Collegiate High School students enrolled in their classes. College professors provide course syllabi to the staff, and most professors have web sites where they post their course information. Students who are repeating a college course are provided with individual academic support from the beginning of the semester, and their progress is monitored closely.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The original concept of the school, along with its policies and procedures of the charter proposal process, was based on research-based practices. For example, compelling research supports starting the school day at a later time to accommodate the unique biological clock of adolescents, thereby enhancing students' abilities to attend to and benefit from instruction. In addition, instructional time is protected, and if the daily schedule is interrupted for academic activities, the tenth grade professors plan the adjustment to the schedule.

An extensive reading program based on best practices designed to inspire a joy of and to develop a value for reading (see details about the Read This! program at <http://www.nwfcollegiatehigh.org>) was developed at the school and shared through a statewide reading conference. All tenth grade students are enrolled in a college level reading course, and all students are involved in summer, fall, and spring individual reading activities.

During the opening and closing weeks of school, we offer a variety of seminar topics students can choose to explore. Tenth through twelfth grade students have the opportunity to participate in Project C2, a grant-based program that allows students to explore math and science careers through a variety of hands on activities and intensive involvement with mentors in the fields of math, science, and engineering. The Senior Capstone Project, which was implemented four years ago, is based on the SCANS competencies the Secretary of Labor's report on "What Work Requires of Schools."

Last year, based on self-regulated learning research, the school initiated a student-led conference program with the seniors in which students reflect on, explain, and rationalize their academic progress to their parents. After evaluating the program, we are expanding it to include sophomores and juniors as a strategy to actively engage students in reflecting upon, monitoring, and controlling their own learning experiences.

A study of success rates of students who completed Writing and Grammar (LIN1670) before they enrolled in English Composition I (ENC1101) revealed that the Writing and Grammar students had higher success rates than those students who did not complete Writing and Grammar. Relying on the data from this study and an analysis of Collegiate High School students' success rates, a policy was adopted that requires high school juniors to pass Writing and Grammar before enrolling in English Composition I. However, a placement procedure which includes a grammar test and a writing sample is available for those students who excelled in tenth grade honors English and who wish to accelerate their plan of study. The success rate in English Composition I has improved since the adoption of the Writing and Grammar requirement.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

Collegiate High School employment practices require that all professors meet the requirements for college faculty by having a minimum of a master's degree in their field or a minimum of 18 graduate credits in the field. Our tenth grade professors teach no more than seventy-five students per day and have nine hours of planning time per week. They also mentor three tenth grade directed study sessions per week, allowing students further access to the professors beyond class time and office hours. Collegiate High School eleventh and twelfth grade students are fully dual-enrolled at NWFSC with professors who have master's or doctoral degrees in their field. The Collegiate High School faculty is involved in professional staff development at the high school and college level through conferences and on campus activities (see Standard Seven, question three). Discussion of professional articles and educational resource books occurs throughout the school year. All high school and college professors are evaluated annually by their supervisors and by the students. The Collegiate High School participates in the Florida Merit Award Program (MAP), which applies strict performance-based standards to teacher performance and is linked to student learning outcomes.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

All students have access to the college's Academic Success Center, mathematics lab, career services, and college counseling. The Learning Resource Center (LRC) is open to students on weekdays and Saturdays for an average of 68.5 hours per week, during which time students may consult approximately 100,000 books, 450 subscriptions to journals and periodicals, 10,000 audiovisual materials, and 100 online databases. Both library faculty and career staff members are available to assist students and faculty at two service desks (reference and circulation) whenever the library is open. Additionally, librarians at the college participate with librarians around the state to provide online reference service via an Internet chat at askalibrarian.org. All students have access to and receive training in the use of the LRC's extensive database collection.

All students are assigned a laptop computer with up-to-date software and the Windows 2007 package. The campus offers a virtual learning community through its wireless Internet system available to students at any location on campus. If a college course requires software, it is installed on the laptops. Students also have access to Smarthinking.com tutorial services available on a twenty-four hour basis, Desire 2 Learn distance learning courses, Writer's Workbench software, PLATO educational software, Turnitin.com, and TeacherEase (to check their attendance and grades). Students also receive training in the use of these programs through their College Success course. LCD projectors are installed in each classroom and are easily operated through a teacher station technology lectern. The Project C2 program has access to the latest technology such as Global Information Systems (GIS and GPS equipment), state of the art science facilities, and through the local Air Force base resources and local high-tech businesses whose personnel serve as sponsors and mentors for students in this program.

Overall Assessment:

Highly Functional: The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:
Highly Functional

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:
Highly Functional

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:
Highly Functional

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:
Highly Functional

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Operational

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:
Highly Functional

4.7 Demonstrates verifiable growth in student performance:
Highly Functional

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:
Highly Functional

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Data from college instructors' quarterly semester advisory grade reports are used to plan intervention strategies for low performing juniors and seniors. Intervention strategies are developed by the Curriculum Coordinator and implemented by the learning lab staff and tutors. A customized individual student course curriculum, the Comprehensive Graduation Plan (CGP) is developed and revisited every semester for each student. This plan is developed by the student services staff in conjunction with the students and their parents. Standards of progress assessments by semester result in adjustments to student CGP and prescriptions for student learning, including assignment to tutors when needed. Previous year FCAT data is evaluated by the tenth grade subject area professors and used in planning students' individualized academic plans. Students who are performing below grade level as indicated by FCAT scores are enrolled in remedial courses using strategies targeted to improve areas of deficiency. A technology based software program (PLATO) in conjunction with prescriptive strategies designed by professors is used to assess pre-and post-instruction knowledge. Florida College Placement Test (FCPT) data assist in placing students in appropriate college-level courses. A spread sheet of various and comprehensive performance assessments (ACT, SAT, FCAT, grade point average) is prepared by the student services staff as a means of discerning patterns or anomalies in student performance over time. Longitudinal data have been collected using an Attitudinal Reading Index (ARI) to track students' attitudes toward reading while at the Collegiate High School. Results are evaluated and used to alter curriculum and to design teaching strategies, as appropriate, in sophomore classes.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

TeacherEase, an online grade program, is used by the Collegiate High School faculty and at the discretion of NWFSC faculty to provide immediate access to student classroom grades twenty four hours a day. TeacherEase is accessible to students, parents, administrators and student services from any Internet access site with proper authorization. Students' CGPs are updated each semester to reflect their current academic progress. Parents attend a registration conference to review their students' CGPs and to assist in planning semester schedules. Summaries of student performance on standardized tests (FCAT, ACT, SAT) are prepared immediately upon the availability to assess the overall performance of Collegiate High School students compared to other schools, state and national averages, as appropriate. The summaries are published on the school web site, released to the local news media, distributed to parents, and presented to the school governing board in an advertised public meeting. The public has availability to generic performance data in accordance with state law and FERPA standards.

3. How are data used to understand and improve overall school effectiveness?

High school professors have access to student permanent records and are encouraged to disaggregate the data from standardized test scores to glean information to improve classroom instruction. Recent FCAT data analysis showed the need for a greater emphasis on geometry and data analysis in Algebra II. Therefore, changes in math curriculum were made last year. A college Geometry class will be offered as an general education class available for high school students. End of course algebra tests have indicated a need to implement strategies to allow students to revisit algebraic concepts from previous lessons throughout the school year and as targeted strategies during their weekly directed study sessions. Both strategies are being implemented this year. A school wide reading program was implemented when performance data as well as anecdotal evidence indicated the need for greater reading opportunities for all students, not just those who had low scores on Florida College Placement Test. Reading scores on standardized tests have increased with Collegiate High School students making the greatest reading gains of any school in Florida on the March 2007 FCAT reading. Directed study periods are customized for each student to support specific academic needs. Overall school academic health is indicated by the accountability measures of the individual classroom, state assessment, and No Child Left Behind Annual Yearly Progress reports. These measures are strong indicators of overall school effectiveness.

4. How are teachers trained to understand and use data in the classroom?

The Student Services Coordinator and Educational Adviser provides relevant data and information on how to interpret that data at weekly staff meetings as needed. Faculty members hold master's degrees and have research backgrounds with prior training in data analysis. Three of our faculty members teach in the Educators' Preparation Institute and the new four year baccalaureate degree program in education. An additional benefit of being located on a college campus is the availability of the resources of the college including expertise of college professors, professional journals and other literature available through the NWFSC Learning Resource Center. Training in the use of data is available to professors and staff through professional development workshops and conferences. Professors may apply for advanced study to be financed through the college Staff and Professional Development Fund. Currently one faculty member is taking advantage of that benefit.

Overall Assessment:

Highly Functional: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Highly Functional

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Highly Functional

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Highly Functional

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Highly Functional

5.10 Provides appropriate support for students with special needs:

Highly Functional

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

Qualified professors, administrators and support staff are recruited, inducted, and placed at the Collegiate High School through the Human Resources Department at Northwest Florida State College. A search committee screens applicants and interviews those most suited to the Collegiate High School mission. Prospective faculty undergo an interview and must demonstrate subject matter knowledge and teaching skills by presenting a demonstration lesson. Faculty and administration must hold a master's degree or higher and have at least eighteen hours of graduate courses in their teaching field. Faculty, staff and administration hold multiple certifications, specialty endorsements, and technical and service skills. These skills are further developed by continuing in-service and training on site, and through county, regional, state and national resources (see Standard Seven, question three). The faculty has received awards from the State Teacher Appreciation (STAR) statewide bonus incentive for teachers in 2006-2007 and the Merit Awards Program (MAP) for 2007-08. Professional observations and evaluations are conducted according to college policy to guide and ensure school wide goals and state mandated goals are met. New positions are advertised by Human Resources in accordance with college policy. Staff are evaluated initially at frequent intervals until reaching six months of employment, after which evaluations are conducted yearly. Teaching staff are employed on an annual contract.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The director is responsible for the allocation of financial resources, which provides for the needs of students, including laptops, and books for all classes. All budget items are approved through the college's Senior Vice President and Board of Trustees via the comptroller's approval system. Northwest Florida State College shares materials, facilities, technology and personnel with the Collegiate High School to enhance the educational environment for the students. The college departments support the educational mission of the high school by providing expertise in many areas. The use of the college resources greatly reduces the administrative overhead to operate the Collegiate High School, allowing more resources to support student learning. Two categorical restricted use funds are allocated entirely by the Collegiate High School staff and advisory committee of the whole: (1) School Improvement Funds and (2) Lead Teacher Funds. The Collegiate High School faculty, staff, and parents have declined the use of the School

Improvement Funds for teacher and staff bonuses and have opted instead to allocate funds for instructional support in the form of tutors, technology, and curriculum and instructional materials. These allocations specifically support the vision and educational principles of the school and significantly expand the amount of funds available for instructional enhancement and student success.

3. How does the leadership ensure a safe and orderly environment for students and staff?

The facility is maintained by the college staff to provide a safe environment for students and staff. NWFSC has a safety plan in which staff are trained. The college security personnel are highly visible on campus and available 24 hours a day to provide assistance as needed. Some Collegiate High School and NWFSC faculty and staff are trained in CPR and Automated External Defibrillator (AED) use. All buildings on campus contain at least one AED. The nursing department and public safety departments provide assistance when needed. An emergency procedures manual is distributed to staff each year, and the staff is briefed on emergency procedures at staff meetings. Members of the school staff are represented on the college safety committee which is the oversight committee for procedures related to campus safety. Emergency call stations are located around the campus for student use as needed. Evacuation routes are posted in each classroom for emergency evacuations. A mass notification audible fire alarm system is located in the central college administration office that enables notification in emergency situations and allows instructions campus-wide or to individual buildings. The Collegiate High School distributes annually its discipline plans, pupil progression plan, student handbook, and college catalog, which apply to students. The leadership of the school cultivates a culture where civility and respect for adults and students are the expected norms. The expectation of civility is advanced in disciplinary procedures, school assemblies, class meetings, and conduct involving student disputes.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

The Student Services Coordinator and the Educational Advisor provide an open door environment for student access as needed. Prior to the first day of class, a student's application package is reviewed by the Collegiate High School Coordinator of Student Services to identify issues particular to that student that need attention. Student Services staff meets with every prospective new student and their parents/guardians in the spring to discuss the Collegiate High School options. Career and educational counseling are provided through the college as well. The staff meet with students and parents each semester to register for classes and to review and update their Comprehensive Graduation Plans. Students with special needs are identified upon admission to Collegiate High School through the district Management Information System-Student Records. Cumulative records of all students are requested from the previous school at the beginning of the year. The Student Services Coordinator chairs the school guidance committee to review previous accommodations and meets with all special needs students and their parents. The Student Services Coordinator refers the names of students with special needs to the ESE Specialist who schedules school staffing committee meetings for the student's Individual Education Plan to determine appropriate placements in accordance with IDEA regulations. Students who are in need of special 504 accommodations are referred to the guidance committee for appropriate accommodations. On a monthly basis the guidance staff evaluates special needs students' progress in their courses. Okaloosa County School System acts as the Lead Educational Agency, and the Collegiate High School contracts with a consultant to provide ESE services for students with special needs. A counselor with the college is a member of the staffing committee for all meetings scheduled for IEP accommodations for juniors and seniors. Through this procedure the college counselor becomes acquainted with the unique needs of students and serves as liaison between the high school student and college professors.

Overall Assessment:

Highly Functional: The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

6.2 Has formal channels to listen to and communicate with stakeholders:

Highly Functional

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Operational

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Highly Functional

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Highly Functional

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

The school's leadership ensures that the school is responsive to community expectations and stakeholder satisfaction by consistently asking for feedback from parents and others in the community in an effort to support student learning at the highest level. Each year the school conducts Annual Satisfaction Surveys for both parents and students. Ideas and responses from both students and parents are incorporated into the yearly Enhancement Plan. Orientation, business meetings and open house events are all forums where ideas can be expressed, questions asked, and answers provided. Parents have easy access to the director, coordinators, and professors to express concerns. Academic achievements, the annual report, student handbook/code of conduct and other documents are readily available on the school's web site for viewing. Student achievements are recognized in the local papers.

2. How does the school's leadership foster a learning community?

The school's leadership fosters a learning community and personifies a team concept on many levels. The staff ensure that new students and parents have a copy of the Collegiate High School Vision and Educational Principles upon which the high school is based. Students and parents are also required to sign a participation agreement to ensure all parties are aware of the Collegiate High School academic environment. This agreement also asks for a commitment to learning and to supporting the school's educational efforts. The welcoming atmosphere greets parents and students beginning in the front office, and the teachers, along with other administrators, know students on a first name basis. Because of a school-wide commitment to the small school experience, staff are able to monitor as well as communicate with students on a personal level, making it easier to provide encouragement and foster a learning community. The learning labs with a variety of resources, which include tutors, a lending library, and study carrels, provides a welcoming learning-centered environment for Collegiate High School students.

Reading is the cornerstone of the school, and the established "culture of reading" serves as the impetus for academic activities that support the entire curriculum. Books connect us -- students, faculty, and staff-- in a perpetual conversation, and both books and conversation can be found in every classroom, learning lab and office. The web site has a Read This! link (<http://www.nwfcollegiatehigh.org>) promoting selected books and student reviews. The school cultivates a collegial atmosphere conducive to learners. Visiting authors meet with the students several times a year to share their experiences as writers and readers. Collegiate High School students have had their poetry, short stories, personal essays, and art work published in the *NWFSC Blackwater Review*, a juried literary magazine. Reading Across the Genres, a college class, is part of the sophomore curriculum. Professionals from the community contribute greatly to the learning community; Senior Capstone mentors and judges, tutors, and the grant administrators from our Project C2 Grant Program are a few examples of the expertise and talent that support the learning community.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Information is readily available on the Collegiate High School web site, which includes specific staff contact information. Previous Annual Reports are also available on the web site, which summarize the achievements of the Collegiate High School for the previous year. Yearly the school updates and publishes an informational brochure which includes performance data and testimonies from students and parents about their experiences at the Collegiate High School. One of the goals in the Collegiate High School Enhancement Plan is to strengthen communication across constituencies of the school. The school works to accomplish that goal through annual business meetings, open houses and orientation meetings for parents, and newsletters. Other important school information is communicated on a consistent basis by e-mail, if that is the parents' preferred method. TeacherEase, an on-line grade program, is a tool for parents and students to monitor academic progress on a daily basis. Parents may contact tenth grade teachers and discuss student performance. The Curriculum Coordinator or Student Services Coordinator arranges contact

between parents and college professors as needed. Each semester student progress reports and formal grade reports are mailed home to provide information on student performance. Parents may also visit individual high school classrooms. Parents attend registration conferences each semester to review their students' Comprehensive Graduation Plan. The plan is updated each semester to reflect students' current progress toward high school and college graduation. This plan is the foundation that ensures all classes required for the high school diploma and the associate of arts degree will be completed by the end of the eighth semester. In-house communication with students is achieved through *Director's Notes* on our web site, CHIPS (Collegiate High Information Program, an electronic message center), the white board daily greeting messages, bulletin boards, and personal locker notices. The college Director of Marketing and Public Relations coordinates news releases to local media concerning Collegiate High School activities and accomplishments. Messages about Collegiate High School functions are frequently posted on the college marquee at the campus entrance.

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Highly Functional

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Highly Functional

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Highly Functional

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Operational

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Varied methods are used to assure continuous improvement. Annually parents and students are requested to complete a 30-question survey concerning their experience at the Collegiate High School. A review of the responses is conducted, and the data is disaggregated to identify specific strengths and weaknesses in the areas of instruction, school climate, quality expectations, professor qualifications, and instructional outcomes. Additionally, extensive data is collected by the staff at regular intervals including monthly progress reports from instructors, comparison of student grade point averages at the end of each semester, pre- and post-test performance on the College Placement Test, annual FCAT performance data, graduation rate, and AA completion rates. The Collegiate High School staff reviews the information collected and formulates priorities for the coming year based upon surveys, student data, professional expertise, and stakeholder input. An annual report of student performance, results of surveys, a budget proposal for school recognition funds, and a school enhancement plan are presented to stakeholders through parent advisory business meetings, direct mail, and school web site postings with opportunities for feedback and a formal vote. The school has a waiting list for admission each year, has earned the designation of an A school for seven consecutive years, AYP designation for each of five years, selection as a NCLB Blue Ribbon School in 2006, several National Merit semi-finalists and finalists, and a small school climate that expects and enhances the possibility that every student will perform to his or her best ability.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

In keeping with the mission of the school to offer accelerated curricula for motivated students, the academic bar for all students is elevated to include honors classes or college classes exclusively. Students who enter the Collegiate High School performing below the collegiate benchmarks are provided an instructional prescription designed to meet the goal in the school charter that students will be at the collegiate level in reading, mathematics, and English (as measured by the Florida College Placement Test) by the end of the sophomore year. Strategies for accomplishing the goal include additional help in mastery of skills through small group instruction, directed independent study, individual tutors (personal or computer assisted). Students have full access to all college resources including the Academic Success Center, Mathematics Lab, and Learning Resource Center. At the end of the 2007-08 school year every pre-collegiate sophomore qualified as collegiate based upon the FCPT scores, and 94% percent of all juniors improved FCPT scores in one or more subgroups.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Continued professional development is valued and vital to the academic health of the Collegiate High School. The staff is encouraged to take advantage of formal and informal, local, state and national opportunities for developing continued professional competence. Meeting the challenges of the 21st century learner, staying abreast of rapidly

changing body of knowledge in specific disciplines, and honing the technology skills required to open the gates to life-long learning are the keys to maintaining rigor and relevance in the classroom. All instructional staff are provided desktop and laptop computers. Specific examples of professional development occurring in recent years include attendance at state and national conferences, attending the Collegiate High School and college training sessions on innovative software programs, school safety, and promising practices such as student-led conferences, Senior Capstone Project, and electronic grade book. Staff development materializes through independent choices by individual staff members and through consensus when deemed to be needed to implement specific goals of the enhancement plan and the mission of the school. In addition, to the more structured and packaged staff development opportunities, the Collegiate High School staff has developed a collegial atmosphere of sharing professional literature, promising practices for the classroom, and teacher-led book discussion groups on pertinent educational topics.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The annual enhancement plan is the blueprint that guides the implementation of strategies determined to be the focus for improvement of student performance in a given year. Weekly staff meetings are held as a means to constantly monitor, adjust, and communicate strategies at the classroom level in meeting goals of the charter, mission, and enhancement plan. Parent stakeholders are offered the opportunity to initiate and respond to identified needs through semi-annual business meetings, monthly printed newsletters, electronic newsletters, surveys, event evaluations, and personal emails. Community members serve on school committees, on judging panels and in guest reader programs. Information sessions are held throughout the community to communicate the unique mission of the school and to respond to interest of parents and students concerning the school. A spring school showcase offers parents the opportunity to experience the same learning strategies that their students experience including competing against the school academic team, testing their knowledge of history and literature, and engaging in hands-on science using scientific equipment and specimens. Students serve on accreditation committees, participate in focus groups relating to school improvement and inform visitors about the mission of the school and student experiences as high school students on a college campus. Technology is a component of communication for all stakeholders including posting of important policies and documents on the school web site, encouraging feedback from participants in school events through a universally accessible server where staff can post reflections and suggestions for improving subsequent events.

Overall Assessment:

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Reflection upon the responses to the seven standards reveals several emerging themes or trends: (1) An academically productive culture and climate that promotes the opportunity to learn and protects instructional time is pervasive at the school. (2) The same high academic standard of excellence and challenging curriculum is the norm for each student yet allows for diversity of interest and ability. (3) The academic prestige of the school and the quality of student academic outcomes is reflective of the highly qualified teachers with graduate level expertise in the disciplines they teach. (4) There is a common and consistent focus among stakeholders on accomplishing the mission of the school and aligning policies, procedures, and classroom strategies with the Educational Principles of the school. (5) The whole-school emphasis upon creating a culture of reading to convey the concept of the well-read student as a major characteristic of a well-educated student is a thread that is woven across all curriculum areas. These five areas are inherent in the fabric of the seven standards.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Since the inception of the school nine years ago, the staff of the school has consistently and intentionally maintained the focus upon the stated mission of the school through a cycle of continuous review of data, evaluation of educational practices and research, and adaptation of learning strategies as necessary to reach instructional goals. The intentional preservation of opportunity to learn at a consistent level of excellence is a major strength. Such focus is the foundation upon which all aspects of the school rest and a practice affirmed by current research on effective schools. Maintaining high expectations and monitoring achievement has contributed to the success of the school as evidenced in part by high graduation rates, designation as an A school for seven consecutive years, selection as a 2006 National Blue Ribbon School, and an average of 80 percent of Collegiate High School graduates earning an Associate of Arts degree each year. By leveraging the unique benefits of a small school, the staff is able to recognize students' individual strengths and weaknesses and respond with appropriate interventions as needed. One of the school's greatest strengths is the development of a school-wide culture of reading. The Read This! program impacts every student, faculty and staff member at the Collegiate High School and infuses reading throughout most aspects of the high school experience. Building and strengthening students' reading skills, as well as inspiring a joy of reading as a life-long habit, is a successful focus of the school as indicated by measurable data and anecdotal evidence.

What would you consider to be your school's greatest challenges?

One of our greatest challenges at the Collegiate High School is to support a diverse population of tenth grade students in transition from the traditional high school experience into the rigor of the Collegiate High school curriculum. Upon completion of the tenth grade curriculum, students will actually substitute two years of rigorous traditional college dual

enrollment courses for two years of traditional high school instruction. A major challenge will be to increase and accommodate a diverse student population that comes from three surrounding counties, at least twelve different high schools, and an increasing home-schooled population to achieve the goals of the school and to successfully matriculate to higher education. An additional challenge is to prepare and provide for a transition of leadership and instructional staff as current staff nears retirement. Identifying, recruiting, and educating professional staff on the tradition of academic excellence and unique mission of the school while encouraging continued innovation is an imminent task that will require the cooperation and efforts of all stakeholders.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

One of the greatest benefits, and surely insights, from the self-assessment is to establish dependable processes that will support and enhance the achievement of the mission of the school in years to come. By establishing reliable, dynamic processes with investment by stakeholders, the school will continue to be a viable, relevant choice for students who are motivated toward a rigorous, accelerated curriculum. Further, reflection upon past practices, examination of academic outcomes, building on successes and connections of past performance with future goals are practices that we encourage in students as valuable learning strategies and ones that can be equally valuable to our educational institution and are inherent in the self-assessment process.