

**THE OKALOOSA WALTON COMMUNITY COLLEGE
CHARTER HIGH SCHOOL:
A CHARTER SCHOOL OF THE OKALOOSA
SCHOOL DISTRICT**

**A Proposal
From
The District Board of Trustees
Okaloosa -Walton Community College**

James R. Richburg, President

**to
The Okaloosa County School Board**

Walter C. Gordon, Superintendent

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INTRODUCTION

For over thirty-five years, Okaloosa-Walton Community College (OWCC) has served the two county district of Okaloosa and Walton counties. Founded in 1964, the college has grown from a small campus with 10 instructors and 309 students to five campuses, 73 full-time and 221 part-time instructors, and 15,500 students. During that time, however, the college has never lost sight of its mission to serve the community. In addition to academic programs, service to the community has come in the form of enrichment programs, retirement learning programs, business and industry training programs, technical and continuing education programs, kids on campus programs, and most recently the introduction of its dynamic performing arts center.

One of the college's most successful endeavors involves academically advanced high school students in the dual enrollment program at OWCC. Currently over 650 high school students are enrolled in selected college-level courses at OWCC while also enrolled in Okaloosa County and Walton County high schools. The mission of the dual enrollment program is to (1) shorten the time necessary for a student to complete a degree, (2) broaden the scope of curricular options available to students, and (3) increase the depth of study available for a particular subject.

It is the success of this unique high school program that convinced OWCC President James R. Richburg to evaluate the need for additional opportunities to serve the high school population of this school district. First, Dr. Richburg met with OWCC faculty who were the parents of high school aged students to discuss their perspective on the issue. Second, the college formed a charter school committee of OWCC faculty members. Third, the committee drafted a position paper on an OWCC Charter High School and submitted to the OWCC District Board of Trustees Committee on Personnel and Programs. Fourth, the Committee recommended pursuing the charter school process and developing a charter school application.

On July 20, 1999 the eight member governing board of the college, unanimously voted to endorse and embrace the concept of a charter high school/college program. Such a program melds the successful aspects of the dual enrollment program with a small school atmosphere thereby providing serious high school students with a program of their own.

Over the past few months the college has met with Mr. Tracey Bailey, Director of the Office of Charter Schools for the Florida Department of Education, for counsel and advice. In addition, OWCC has held several public forums for the purpose of explaining the charter concept and receiving comments from students and parents. Based on advice from the Department of Education, comments from the public, and direction from the Board of Trustees, this proposal for a charter school was developed.

**A PROPOSAL
FOR
THE OKALOOSA-WALTON COMMUNITY COLLEGE CHARTER
HIGH SCHOOL: AN OKALOOSA SCHOOL DISTRICT CHARTER
SCHOOL**

The proposed Charter School (hereinafter referred to as the “OWCC Charter High School) will be governed by the Okaloosa-Walton Community College District Board of Trustees (hereinafter referred to as the “Governing Board” for the purposes stated within this document).

I. ACADEMIC DESIGN

1) MISSION

A. Describe the core philosophy or underlying purpose of the proposed school

The purpose of the OWCC Charter High School is to provide academic and technical education for serious high school students who desire to undertake college-level study. The three-year curriculum will enable students to complete a high school diploma and an associate degree, simultaneously, in either academic transfer or technical education options. The combined high school and college educational programs will be distinguished by an application of varied instructional delivery and learning styles, a technology-across-the curriculum approach and incorporation of an integrated, academic seminar series at each grade level.

B. Educational Principles

Four essential educational principles provide the foundation on which the charter school is based:

1. students should develop the capacity to think critically, solve problems, and communicate effectively through a mastery of academic courses with emphasis on language and mathematics;

2. students should learn about themselves, their heritage, and the interdependent world through academic courses;
3. students should prepare for further education and work through elective academic and technical courses; and
4. students should learn to fulfill their civic obligations through school and community service.

C. Rationale

The following observations and assumptions provide the rationale the OWCC Charter High School:

- The Florida Legislature pursuant to section 240.116, Florida Statutes, has endorsed and encouraged accelerated instructional opportunities for high school students and has empowered community colleges to implement such programs in educational partnerships.
- The Florida Legislature pursuant to section 228.056, Florida Statutes, has endorsed and encouraged the creation of charter schools as a means of educational choice in each Florida school district.
- The Florida Legislature pursuant to section 240.301, Florida Statutes, has mandated that the mission of the community colleges should reflect a commitment to be responsive to local educational needs and challenges.
- This country's higher education system has a long and successful history of providing K-12 instruction through lab schools, research schools, and charter schools. Nationwide, at least 50 colleges in 32 states and the District of Columbia currently have official involvement with approximately 200 different K-12 charter schools.¹
- OWCC has a twenty-five year history of successful early admission, dual enrollment, and concurrent enrollment programs for high school students, during which thousands of individuals have already earned high school and college credits by attending classes on the college campus.

¹ Chronicle of Higher Education, October 29, 1999

- OWCC and the Okaloosa County School District have an extensive history exemplary educational partnerships, including dual enrollment, Tech Prep, School-to-Work, Even Start, and others cooperative efforts.
- The faculty and staff of OWCC comprise a highly educated cadre of subject area and pedagogical experts experienced not only with the instruction of high school-aged students, but also with the instruction of future K-12 teachers enrolled in the freshman and sophomore years of Florida's teacher education program.
- When given the challenge, opportunity and support, high school age students will work to succeed at the college level.
- High school age students will benefit from the small classroom environment of OWCC to reach their academic potential.
- High school age students will benefit from access to approximately 120 high school classes across multiple discipline areas, all of which conform to the Florida Department of Education Course Code Directory numbering and content standards.
- High school age students in Okaloosa County will benefit from the opportunity to obtain guaranteed admission to the Florida State University System upon graduation from the OWCC Charter High School with both the high school diploma and the AA degree.
- High school age students in Okaloosa County will benefit from the opportunity to enter a high-wage technical career upon graduation from the OWCC Charter High School with both the high school diploma and one of over 34 AS degree options.
- High school age students in Okaloosa County will benefit from the opportunity to complete a customized program of study, which meets the transfer prerequisites of over 200 bachelor's degree programs in the Florida State University System.
- High school age students in Okaloosa County will benefit from an educational program which incorporates a "technology-across-the-curriculum-approach" that provides each student with access to a personal laptop computer for use at school or at home.

- Students who graduate from the OWCC Charter High School with both the high school diploma and the AA degree will benefit from a guaranteed scholarship for upper division study in the Florida State University System.
- The OWCC Charter High school combines the qualities of the dual Enrollment program with a small school atmosphere to produce a setting that allows motivated students to earn high school and college credit simultaneously. See Attachment A, Comparison of Dual Enrollment, International Baccalaureate and OWCC Charter High School.

D. Describe the target student population to be served, including students ages and grade levels at the school

The OWCC Charter High School will serve students in grades ten (10) through twelve (12) in a program of study that satisfies high school graduation requirements and meets the requirements of an associate degree in a college transfer or technical program. Students who participate for fewer than three years will earn a proportional amount of college and high school credit. Advanced students may complete the program in two years (junior and senior high school years).

The OWCC Charter High School consists of two programs. The first is the dual enrollment program and the second is the pre-collegiate program. Regardless of the program initially selected, the primary goal of the charter school is to provide an academic environment that enables all qualified students to successfully and simultaneously complete the high school diploma and an associate degree. Admission to each program is on first come, first served basis. If the number of applicants exceeds the capacity of a program, class, grade level, or building, however, all applicants shall have an equal chance of being admitted through a random selection process. The pre-collegiate program is offered to assist high school students who do not initially qualify for the dual enrollment program. The pre-collegiate program will assist students in qualifying for the dual enrollment program.

The target population is high school students who have demonstrated the ability to perform at the college level, who have reached a maturity level sufficient for college level work, and who are serious students committed to academic success

or who possess the above traits but need some skill development in a pre-collegiate program in order to enter the dual enrollment program. While any student is eligible to apply, the charter school will rely on students and parents exercising self-selection when considering and choosing to attend the school.

DUAL ENROLLMENT PROGRAM. The criteria for the dual enrollment program will conform to Section 240.116, Florida Statutes, for accelerated placement dual enrollment students as follows:

- Okaloosa County public, private or home school students who are currently enrolled in grades 10, 11, or 12, or enrolled in grade 9 and eligible for advancement to grade 10 in August 2000, and who have passed all sections of the Florida College-Level Entry Placement Test (FCEP);

and

- have an **unweighted** grade point average of 3.0 (Section 240.116(2)(a)2, Florida Statutes); and

and

- have completed **all** application forms, including the Agreement of Participation, in a timely fashion (see admissions section for all applicable deadlines); and

PRE-COLLEGIATE PROGRAM. Students who do not meet the criteria of the dual enrollment program are eligible for admission to the pre-collegiate program. The pre-collegiate program is designed to assist those students who aspire to participate in the dual enrollment program but do not meet the eligibility requirements established by law. The faculty and staff of the OWCC Charter High School are committed to assisting such students so that they, too, can participate at the dual enrollment level. Depending upon placement scores and academic background, students in the pre-collegiate program may be enrolled in high school only credits or a combination of high school only and dual credits. Students who meet the following conditions are eligible for the pre-collegiate program:

- Okaloosa County public, private or home school students who are currently enrolled in grades 10, 11, or 12, or

enrolled in grade 9 and eligible for advancement to grade 10 in August 2000;

and

- have completed **all** application forms, including the Agreement of Participation, in a timely fashion (see admissions section for all applicable deadlines).

The regular OWCC Charter High School Zone will correspond to the boundaries of the School District of Okaloosa County, Florida.

2) EDUCATIONAL PROGRAM

A. Describe the educational program of the school, providing an overview of curriculum objectives and content of the main subject areas.

Approximately one hundred (100) students will be initially admitted to the charter high school. Approximately sixty-five (65) students will study in the associate of arts area and fifteen (15) students will study in technical degree areas. Approximately twenty (20) students will enroll in the pre-collegiate program.

The charter school curriculum will consist of two programs, the Pre-collegiate Program and the Dual Enrollment program. Both programs lead to the standard Florida High School diploma, however, the former focuses on college-preparatory instruction and the latter combines high school and college level study in a traditional dual enrollment configuration which leads to an associate degree as well. Dual Enrollment students will complete the majority of their high school credits dually enrolled in college credit classes. Pre-collegiate students will enroll in high school-only courses and as they build skills and competencies will dually enroll in selected college credit classes, with the eventual goal of moving to the Dual Enrollment Program.

The high school components of both programs will encompass the full panoply of skills and content contained in *Blueprint 2000* (Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability). Specifically, by conforming to the course content and numbering specified in the Florida State Course Code Directory, the courses offered for high school credit in the OWCC Charter High School will include the Sunshine State Standards for core curriculum. The high school curriculum will include a sufficient array of courses to allow all students to met the

general requirements of Florida Statute 232.246 as listed below.*
 (In addition, see Attachment P for a list of high school courses to be offered in the charter school.)

**Including credits earned in 9th and 10th grade (FS 232.246) (1 semester = 3 credit hours = ½ Carnegie unit)*

- Four credits in English
- Three credits in mathematics
- Three credits in science
- One credit in American History
- One-half credit in economics
- One-half credit in American government
- One credit in practical arts career education *or*
- One credit in performing fine arts *or*
- One-half credit in performing fine arts and one-half credit in practical arts or vocational education
- One-half credit in life management skills
- One credit in physical education

In addition to completing the specified curriculum for graduation for high school, each student will complete the following:

- Florida Writes
- FCAT (Florida Comprehensive Achievement Test)
- An overall grade point average of at least a 2.0 based on the college standard of

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

The Dual Enrollment Program

Students enrolled in the Dual Enrollment Program will be simultaneously enrolled in high school and college courses, with the goal of completing an associate degree. Students will receive credits and a grade in each course. A full range of college courses in communications, humanities,

English, mathematics, social sciences, natural sciences and fitness/wellness will be available to students. In addition, exploration and specialization opportunities will be available in numerous areas including dance, art, computer science, music, and other subject areas. The following chart outlines the college courses typically available through the three-year program.

FALL SEMESTER 10th grade	SPRING SEMESTER 10th grade	SUMMER SEMESTER 10th grade
Writing/Grammar LIN 1620	Speech SPC 1600	Wellness HLP 1081
American History AMH 2010	American History AMH 2020	Geography GEA 1000
Intermediate Algebra MAT 1033	College Algebra MAC 1105	
Physical Science CHM 1020 or GLY 1001 or PHY 1020	Biology BSC 1005	
*Specialization and Exploration	Specialization and Exploration	

Continued on following page

FALL SEMESTER 11th grade	SPRING SEMESTER 11th grade	SUMMER SEMESTER 11th grade
English Composition I ENC 1101	English Composition II ENC 1102	Specialization and Exploration
World Civilization I WOH 1012	World Civilization II WOH 1022	Specialization and Exploration
Pre-Calculus Algebra MAC 1140	Trigonometry MAC 1114	
Science Elective BSC 1005, BSC 1010C, BOT 1010C, ZOO 1010C, PCB 2011C, BSC 1085C, BSC 1086C	Science Elective BSC 1005, BSC 1010C, BOT 1010C, ZOO 1010C, PCB 2011C, BSC 1085C, BSC 1086C	
FALL SEMESTER 12th grade	SPRING SEMESTER 12th grade	SUMMER SEMESTER 12th grade
Humanities Elective HUM 1020, ARH 2050, ARH 2051, ARH 2060, PHI 2010, PHI 2600, REL 2300, LIT 2100, LIT 2090, THE 2000, AML 2000, ENL 2000, AML 2020, ENL 2022, THE 2305	Humanities Elective HUM 1020, ARH 2050, ARH 2051, ARH 2060, PHI 2010, PHI 2600, REL 2300, LIT 2100, LIT 2090, THE 2000, AML 2000, ENL 2000, AML 2020, ENL 2022, THE 2305	Specialization and Exploration
Economics ECO 2013	American Government POS 1041	Specialization and Exploration
Foreign Language I SPN 1120, S PA 1612, FRE 1120	Calculus II MAC 2312	
Calculus I MAC 2311	Specialization and Exploration	
Specialization and Exploration		

Specialization and Exploration may be any credit course.

The one-hour Seminar Course could be added to each Fall and Spring

** Specialization areas include computer information systems, electronics, graphic arts, performing arts, fine arts, and wellness/physical education. These may be used to satisfy required high school credit for fine and performing arts (1 credit), physical education/personal fitness (.5 credit), practical arts career education (1 credit if not taken in 9th grade)*

In meeting the requirements for the A.A. and A.S. Degrees, students will be held accountable for the credits required for all

college students at OWCC at the time of acceptance into the OWCC Charter High School.

Course requirements are college level and will not be compromised. In order to assist students in meeting the high academic standards, the OWCC Charter High School will provide a strong counseling component through student service specialists dedicated to the program and its students. Student progress will be monitored on a weekly basis by the staff, and students will be supported and coached through the entire program.

The Pre-collegiate Program

Depending upon their placement scores, students in the Pre-collegiate Program will enroll either in high school-only courses or in a combination of high school courses and dual courses. The pre-collegiate student will follow an individualized program of study leading to the standard high school diploma. Depending upon the student's rate of progress, the pre-collegiate student may qualify for the Dual Enrollment Program and complete both the high school diploma and an associate degree. Other pre-collegiate students may complete a proportionate number of college credits without completing the full associate degree requirements.

In order to assist students in meeting the high academic standards, the OWCC Charter High School will provide a strong counseling component through student service specialists dedicated to the program and its students. Student progress will be monitored on a weekly basis by the staff, and students will be supported and coached through the entire program.

Technology-Across- the-Curriculum

In recognition of the growing importance of information technology skills in school, career, and life itself, the charter school educational program includes an innovative technology-across-the-curriculum component. In the tradition of the highly effective writing-across-the-curriculum model, technological skills will be interwoven into multiple classes and activities rather than taught as a single, stand-alone area. All English composition classes will be taught in a computer lab setting and selected assignments in wellness, fine arts, mathematics, social sciences and other courses will be internet or otherwise software-based. Selected projects, quizzes, tests and simulations in the natural sciences will be conducted on computer. Algebra and higher-level mathematics

classes will be taught using graphing calculators. The integrated academic seminars will involve internet research and include graded assignments using presentation software. In addition, all charter school faculty and staff will be accessible by e-mail and students will be expected to use such as one of the means of communication with their instructors.

Individual Student Notebook Computers

In an effort to ensure that students in both the dual and pre-collegiate curriculum have sufficient access to computers to develop proficiency, the charter school will provide access to an individual notebook/laptop computer for each charter school student for use at the school or at home, throughout the student's participation in the charter school. Microsoft Office and other appropriate software will be installed on the computers. The CHATS lab will offer internet connectivity so that students may "plug in" their notebook computers in the lab for on campus access to the web and to high quality printers or simply to use as an alternative to the regular lab PC stations.

Integrated Academic Seminars

Both pre-collegiate and dual enrollment students will take part in integrated academic seminars each term. The seminars will be developed and taught in individual and team format by the senior faculty members of the college. The seminars will be designed to help students relate their studies to the real world and to learn the interconnectivity of the subjects and topics presented. Seminar content will be structured in an interdisciplinary format to reinforce the complexity of the world and to illustrate that life is more than a series of segmented, stand-alone topics. Typical of the seminar themes under consideration are: "History, Art and Literature of the Viet Nam Era", "Law, Science and Society", and "Twenty-First Century Careers"

The Charter School Assessment Training Success Lab (CHATS)

The Charter School Assessment Training Success Lab (CHATS) will be included as an integral part of a students educational experience. The lab will be housed in dedicated space adjacent to

the charter school staff offices and will be staffed by professionals at all times. The lab will house individual study stations, group study areas, video monitors and viewing stations, individual PC stations and high quality printers, as well as tutorial resources and support materials for the charter school curriculum. For many students it will serve as the instructional hub of the charter school.

The primary objective of CHATS will be to assist students to achieve success in a college environment and be able to make informed decisions about career and other life choices. Basic services of the lab will be to provide students with computer access with internet, opportunities for career exploration, space for quiet study, access to educational advisors and tutors, and participation in co-curricular activities.

B. Briefly outline the instructional methods to be used, including any distinctive learning techniques to be employed. How will this pedagogy enhance student learning.

A variety of instructional methods will be used to deliver appropriate academic instruction. Selected services will be provided to enable each student to develop individual talents at the student's achievement and ability level. Delivery methods will include direct instruction, collaborative learning, integrated technical strategies including interactive computer-assisted instruction, purposeful independent study, hands-on laboratory experiences, portfolio production, performance assessment, and school-to-work and community service opportunities for integrating and synthesizing classroom experiences into a relevant composite of educational experience.

Non-traditional delivery of curriculum content will be used as appropriate according to a student's academic needs, learning styles, level of ability, and academic objectives to maintain a level of learning commensurate with the objectives of the OWCC Charter High School (e.g. on-line classes, directed independent study).

C. Describe how your school will meet the needs of exceptional students, including limited English proficient students.

The OWCC Charter High School will work with the Okaloosa County School District to identify the special needs of students and to meet all applicable state and federal requirements including

Section 504 of the Rehabilitation Act of 1973 and the Individuals With Disabilities Education Act (IDEA).

Needs of ESE and ESOL students will be met through individualized programs of study (IEP's). The OWCC Charter High School will work with the Okaloosa School District ESE Department to provide appropriate placement for students who can benefit from the program offered at the OWCC Charter High School.

When preparing the personalized educational plan for a student of limited proficiency in the English language, faculty of the OWCC Charter High School and the parent(s) of the student will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas.

In cases of extreme impairment or disability whereby the student cannot be served appropriately by a typical public school's resources, the OWCC Charter High School will discuss options for that student with the Okaloosa County School District and the student's parents.

ESE and ESOL Students will be served at the OWCC Charter High School. If contract services are not negotiated with the School Board, appropriate certified individuals, or companies, will be contracted to serve our ESE and/or ESOL student population.

D. Program Evaluation

The OWCC Charter High School will be evaluated on a number of levels. The results of all evaluation and effectiveness efforts will be used to improve the programs and services of the school. In addition to review and analysis of state and locally mandated accountability reports and student performance measures, the charter school will employ the following recurring charter school evaluation activities:

- Annual program evaluations using the existing format for review of the college's instructional programs and services
- Student evaluation of faculty and instruction on a course-by-course basis
- Annual parent survey of effectiveness and satisfaction

3) STUDENT ASSESSMENT

- A. Describe your plan to assess student performance in the core academic areas. Please include the current baseline standard of achievement, the outcomes to be achieved and the method(s) of measurement to be used.**

The OWCC Charter High School will work with the Okaloosa County School District as appropriate to further delineate the details of an assessment plan which will accommodate both district and charter school accountability requirements. The plan will begin with two fundamental benchmarks:

- Upon high school graduation, students will have performed at least as well as other Okaloosa County students of similar characteristics at each instructional level as measured by the various indicators approved by the State.
- The OWCC Charter High School will accomplish a rating of at least a “C” on the Florida State Report Card using the indicators identified by the State.
- **(Note: The overall standard performance criteria for achieving a grade of “C” on the Florida School Report Card reflects a statewide rubric of performance levels that the OWCC Charter School will expect to meet. However, once the governing board is convened and the detailed assessment plan is developed, we will set overall performance criteria to complement or exceed the criteria established for a grade of “C”.)**

The following three sections present the elements comprising the framework for the comprehensive assessment plan.

1. Baseline Standards of Achievement

Baseline standards for incoming students will be established as follows:

All OWCC Charter High School Students (as appropriate to grade level)

- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students (E.g. Terra Nova)
- Verification of beginning grade level
- Verification of incoming GPA
- Performance on Florida Comprehensive Achievement test (FCAT)

Pre-collegiate Program Students (as appropriate to grade level)

- Performance on the Florida College Entrance Placement Test (FCEP)
- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students (E.g. Terra Nova)
- Verification of beginning grade level
- Verification of incoming GPA

Dual Enrollment Program Students

- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students (E.g. Terra Nova)
- Verification of beginning grade level
- Verification of incoming GPA

2. Student Outcomes

Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a function of grade level, time enrolled at the Charter School, and baseline levels. The following page presents the foundation outcomes expected of individual students.

Charter School students will:

- demonstrate progressive mastery of content and performance standards across the core curriculum in communications, mathematics, social sciences, natural sciences, humanities, physical education and life management
- demonstrate progressive mastery of computer and information technology and research skills through computer software and internet applications
- demonstrate progressive mastery of critical thinking, career planning, educational planning, and problem solving skills
- demonstrate the ability to work collaboratively and effectively in cooperative groups
- demonstrate a commitment to community, citizenship, and service to society

3. Methods of Measurement

Among the formal measures that will be used to document academic progress and provide comparative achievement information are as follows:

- Standard grades in individual classes
- Pre-and post TABE (Test of Adult Basic Education) upon entrance and the semester prior to graduation
- Florida Writes Test
- FCAT (Florida Comprehensive Achievement Test)
- FCEP (Florida College Entrance Placement Test)
- Graduation/completion rates
- Overall GPAs
- Course retention rates
- Course success rates

- Program completion rates
- Program retention rates
- SAT and ACT
- College Level Academic Skills Test (CLAST)

Course grades will serve as a fundamental measure of student achievement. The OWCC Charter High School will use the following grading system.

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

B. Describe the methods used to identify the educational strengths and needs of students and the extent to which educational goals and performance standards are being met.

The Charter School staff and the services of the CHATS Lab will be integral in the determination of student strengths and needs, as well as in monitoring student progress and providing appropriate learning support services. The CHATS Lab will provide students with access to various computerized and written inventories that will gather information regarding the student's career interest, study habits, learning styles and skill affinities. Typical of the instruments available are the *Guide to Occupational Exploration (GOE)*, *Learning and Study Strategies Inventory (LASSI)* and the *Learning-Styles Inventory*. Results of these inventories will be used to assist in developing the student's program of study and in placing the student in those classes which best match the student's learning style with the delivery methods.

In addition to the periodic assessments described in section 3 (A), staff members will monitor student progress during the term through a variety of less formal strategies. Those strategies include review of midterm advisory grades, instructor referrals, and student conferences. The CHATS Lab will serve as the vehicle for

selecting and implementing intervention strategies as needed. Individual tutors, study groups, computer-assisted-instruction, study skills and test-taking workshops, video reviews and other similar activities will be available for learning support. In addition, students will have access to the services of the OWCC Math Lab and the Academic Success Center, which includes a Dial-a –Tutor phone line for quick English and math questions and an online tutoring service managed by e-mail.

Each student will receive individualized advising sessions at least twice each term. Advising sessions will address education and career goals, academic progress, course planning. Program of student development, and other related issues. Students will also have access to career and education mentors through various OWCC programs such as the Retired Executive Assisting Learning (REAL) Program which pairs members of the OWCC Institute for Senior Professionals with students seeking information, guidance and support in various professional careers.

C. Describe how students will, at a minimum, participate in the statewide assessment program.

The faculty of the OWCC Charter High School will work with representatives of the Okaloosa County School District to plan the alignment of testing for the district's high school level grades, which will include the Florida Competency Assessment Test (FCAT) and the Florida Writes for grade 10.

As the Florida Department of Education develops new assessment tests driven by the benchmarks in the Sunshine State Standards, the faculty of the OWCC Charter High School will work with the Florida Department of Education and the Okaloosa County School District on the implementation of these assessments.

(See also the preceding section 3 (A) Student Assessment.)

D. For secondary charter schools, describe the method for determining that a student has satisfied the requirements for graduation in section 232.246, Florida Statutes.

The OWCC Charter High School will implement state graduation requirements as found in the Florida Statutes and the Rules of the Florida Department of Education. (See also Part I, section 2(a), Education Program).

The OWCC Office of Enrollment Services will maintain an individual permanent record (transcript) for each charter school student as official documentation of the student's achievement. This record will comply with all state requirements for recording and safekeeping of student records. The student's permanent record will be compared to the requirements specified in section 232.246, Florida Statutes and to all Charter School program requirements. (See also Part I, section 2(a) of this document). If all requirements have been met, the student will be certified for graduation from the OWCC Charter High School by the Director of Enrollment Services, the Director of the Charter School, and the Vice President for Instructional Services. Upon final approval by the Governing Board or designee, a standard Florida high school diploma will be issued to the student and the graduation date recorded on the student's permanent record.