

**I. REPLICATION**

**A. Provide a list of every High-Performing Charter School that is operated by the governing board submitting this application, including grade-levels served by each school.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statues  1002.33(2)(b)(3)(b), F.S.	<p>6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(b) A sponsor shall receive and review all applications for a charter school using an evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications received on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district’s next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may receive applications later than this date if it chooses. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of an application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the application.</p> <ol style="list-style-type: none"> <li>1. In order to facilitate an accurate budget projection process, a sponsor shall be held harmless for FTE students who are not included in the FTE projection due to approval of charter school applications after the FTE projection deadline. In a further effort to facilitate an accurate budget projection, within 15 calendar days after receipt of a charter school application, a sponsor shall report to the Department of Education the name of the applicant entity, the proposed charter school location, and its projected FTE.</li> <li>2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.</li> <li>3.a. A sponsor shall by a majority vote approve or deny an application no later than 60 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at</li> </ol>

	<p>which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the charter application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.</p> <p>b. An application submitted by a high-performing charter school identified pursuant to s. <u>1002.331</u> may be denied by the sponsor only if the sponsor demonstrates by clear and convincing evidence that:</p> <ul style="list-style-type: none"><li>(I) The application does not materially comply with the requirements in paragraph (a);</li><li>(II) The charter school proposed in the application does not materially comply with the requirements in paragraphs (9)(a)-(f);</li><li>(III) The proposed charter school’s educational program does not substantially replicate that of the applicant or one of the applicant’s high-performing charter schools;</li><li>(IV) The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process; or</li><li>(V) The proposed charter school’s educational program and financial management practices do not materially comply with the requirements of this section.</li></ul> <p>Material noncompliance is a failure to follow requirements or a violation of prohibitions applicable to charter school applications, which failure is quantitatively or qualitatively significant either individually or when aggregated with other noncompliance. An applicant is considered to be replicating a high-performing charter school if the proposed school is substantially similar to at least one of the applicant’s high-performing charter schools and the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of replicated schools.</p> <p>c. If the sponsor denies an application submitted by a high-performing charter school, the sponsor must, within 10 calendar days after such denial, state in writing the specific reasons, based upon the criteria in sub-subparagraph b., supporting its denial of the application and must provide the letter of denial and supporting documentation to the applicant and to the Department of Education. The applicant may appeal the sponsor’s denial of</p>
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<p>1002.331, F.S.</p>	<p>the application directly to the State Board of Education pursuant to sub-subparagraph (c)3.b.</p> <ol style="list-style-type: none"> <li>4. For budget projection purposes, the sponsor shall report to the Department of Education the approval or denial of a charter application within 10 calendar days after such approval or denial. In the event of approval, the report to the Department of Education shall include the final projected FTE for the approved charter school.</li> <li>5. Upon approval of a charter application, the initial startup shall commence with the beginning of the public school calendar for the district in which the charter is granted unless the sponsor allows a waiver of this subparagraph for good cause.</li> </ol> <p>(1) A charter school is a high-performing charter school if it:</p> <ol style="list-style-type: none"> <li>(a) Received at least two school grades of “A” and no school grade below “B,” pursuant to s. <u>1008.34</u>, during each of the previous 3 school years.</li> <li>(b) Received an unqualified opinion on each annual financial audit required under s. <u>218.39</u> in the most recent 3 fiscal years for which such audits are available.</li> <li>(c) Did not receive a financial audit that revealed one or more of the financial emergency conditions set forth in s. <u>218.503(1)</u> in the most recent 3 fiscal years for which such audits are available. However, this requirement is deemed met for a charter school-in-the-workplace if there is a finding in an audit that the school has the monetary resources available to cover any reported deficiency or that the deficiency does not result in a deteriorating financial condition pursuant to s. <u>1002.345(1)(a)3</u>.</li> </ol> <p>A virtual charter school established under s. <u>1002.33</u> is not eligible for designation as a high-performing charter school.</p> <p>(2) A high-performing charter school is authorized to:</p> <ol style="list-style-type: none"> <li>(a) Increase its student enrollment once per school year by up to 15 percent more than the capacity identified in the charter.</li> <li>(b) Expand grade levels within kindergarten through grade 12 to add grade levels not already served if any annual enrollment increase resulting from grade level expansion is within the limit established in paragraph (a).</li> <li>(c) Submit a quarterly, rather than a monthly, financial statement to the sponsor pursuant to s. <u>1002.33(9)(g)</u>.</li> <li>(d) Consolidate under a single charter the charters of multiple high-performing charter schools operated in the same school district by the charter schools’ governing board regardless of the renewal cycle.</li> <li>(e) Receive a modification of its charter to a term of 15 years or a 15-year charter renewal. The charter may be modified or renewed for a</li> </ol>
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	<p>shorter term at the option of the high-performing charter school. The charter must be consistent with s. <u>1002.33</u>(7)(a)19. and (10)(h) and (i), is subject to annual review by the sponsor, and may be terminated during its term pursuant to s. <u>1002.33</u>(8).</p> <p>A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.</p> <p>(3) (a) A high-performing charter school may submit an application pursuant to s. <u>1002.33</u>(6) in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program. An application submitted by a high-performing charter school must state that the application is being submitted pursuant to this paragraph and must include the verification letter provided by the Commissioner of Education pursuant to subsection (5). If the sponsor fails to act on the application within 60 days after receipt, the application is deemed approved and the procedure in s. <u>1002.33</u>(6)(h) applies. If the sponsor denies the application, the high-performing charter school may appeal pursuant to s. <u>1002.33</u>(6).</p> <p>(b) A high-performing charter school may not establish more than one charter school within the state under paragraph (a) in any year. A subsequent application to establish a charter school under paragraph (a) may not be submitted unless each charter school established in this manner achieves high-performing charter school status.</p> <p>(4) A high-performing charter school may not increase enrollment or expand grade levels following any school year in which it receives a school grade of “C” or below. If the charter school receives a school grade of “C” or below in any 2 years during the term of the charter awarded under subsection (2), the term of the charter may be modified by the sponsor and the charter school loses its high-performing charter school status until it regains that status under subsection (1).</p> <p>(5) The Commissioner of Education, upon request by a charter school, shall verify that the charter school meets the criteria in subsection (1) and provide a letter to the charter school and the sponsor stating that the charter school is a high-performing charter school pursuant to this section.</p> <p>(6) A high-performing charter school replicated under this section may not be replicated as a virtual charter school.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>The Replication section should include a list of every high-performing charter school that is operated by the governing board submitting the application, and should include the grade levels currently served at each school. This section should also include a general description of how the proposed school is substantially similar to least one of the applicant’s high-performing schools.</p>

	<p>A response that meets the standard will present:</p> <ul style="list-style-type: none"><li>• Application includes verification letter from Commissioner of Education that applicant is a high-performing school.</li><li>• An education program this is substantially similar to at least one the applicant’s high-performing charter schools.</li><li>• Significant involvement in the operation of the proposed school by the organization or individuals involved in the operation of the replicated school.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• The applicant provides two schools that are operated by the governing board submitting the application. (Page 3)<ul style="list-style-type: none"><li>○ Odyssey Charter School (Page 3)</li><li>○ Odyssey Space Coast Academy (Page 3)<ul style="list-style-type: none"><li>▪ The applicant states, “The School is presently in appeal status and has not been able to open. The Brevard County School Board has appealed the Final Order of the State Board of Education to the 5<sup>th</sup> District Court of Appeals (‘5<sup>th</sup> DCA’). The School Board initiated the appeal by filing a Notice of Appeal on June 20, 2012.” (Page 3)</li></ul></li></ul></li></ul> <p><b>Concerns and Additional Questions:</b></p>	

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**B. Describe how the educational program proposed by the applicant is a substantial replication of the applicant school or one of the applicant’s high performing charter school.**

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**I. REPLICATION**

**C. Describe how the organization or individuals involved in the operation of the proposed school are significantly involved in the operation of the replicated school.**

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	<p>The charter must be consistent with s. <u>1002.33(7)(a)19.</u> and (10)(h) and (i), is subject to annual review by the sponsor, and may be terminated during its term pursuant to s. <u>1002.33(8).</u></p> <p>A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.</p> <p>(3) (a) A high-performing charter school may submit an application pursuant to s. <u>1002.33(6)</u> in any school district in the state to establish and operate a new charter school that will substantially replicate its educational program. An application submitted by a high-performing charter school must state that the application is being submitted pursuant to this paragraph and must include the verification letter provided by the Commissioner of Education pursuant to subsection (5). If the sponsor fails to act on the application within 60 days after receipt, the application is deemed approved and the procedure in s. <u>1002.33(6)(h)</u> applies. If the sponsor denies the application, the high-performing charter school may appeal pursuant to s. <u>1002.33(6).</u></p> <p>(b) A high-performing charter school may not establish more than one charter school within the state under paragraph (a) in any year. A subsequent application to establish a charter school under paragraph (a) may not be submitted unless each charter school established in this manner achieves high-performing charter school status.</p> <p>(4) A high-performing charter school may not increase enrollment or expand grade levels following any school year in which it receives a school grade of “C” or below. If the charter school receives a school grade of “C” or below in any 2 years during the term of the charter awarded under subsection (2), the term of the charter may be modified by the sponsor and the charter school loses its high-performing charter school status until it regains that status under subsection (1).</p> <p>(5) The Commissioner of Education, upon request by a charter school, shall verify that the charter school meets the criteria in subsection (1) and provide a letter to the charter school and the sponsor stating that the charter school is a high-performing charter school pursuant to this section.</p> <p>(6) A high-performing charter school replicated under this section may not be replicated as a virtual charter school.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>The Replication section should include a list of every high-performing charter school that is operated by the governing board submitting the application, and should include the grade levels currently served at each school. This section should also include a general description of how the proposed school is substantially similar to least one of the applicant’s high-performing schools.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Application includes verification letter from Commissioner of Education</li> </ul>

	<p>that applicant is a high-performing school.</p> <ul style="list-style-type: none"><li>• An education program this is substantially similar to at least one the applicant’s high-performing charter schools.</li><li>• Significant involvement in the operation of the proposed school by the organization or individuals involved in the operation of the replicated school.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• The applicant provides the names of several key individuals involved in the operation of the proposed school as well as Academica, the proposed ESP. (Pages 4-5)</li></ul> <p><b>Concerns and Additional Questions:</b></p> <ul style="list-style-type: none"><li>• The applicant does not include Brent Christensen on the list of key individuals involved in the operation of the proposed school. (Pages 4-5)<ul style="list-style-type: none"><li>○ Odyssey Principal (Cover Page)</li><li>○ Listed Application Contact (Cover Page)</li></ul></li></ul>	

## II. EDUCATIONAL PLAN

### 1) Mission, Guiding Principles, & Purpose

#### A. Provide the mission statement for the proposed charter school.

<input checked="" type="checkbox"/> DOE Application:	<p><i>The mission statement should in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school’s mission statement provides the foundation for the entire application.</i></p>
<input checked="" type="checkbox"/> Fl. Statutes 1002.33(2)(a), F.S.	<p>(2) GUIDING PRINCIPLES; PURPOSE.—</p> <p>(a) Charter schools in Florida shall be guided by the following principles:</p> <ol style="list-style-type: none"> <li>1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.</li> <li>2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.</li> <li>3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school.</li> </ol>
1002.33(2)(b), F.S.	<p>(b) Charter schools shall fulfill the following purposes:</p> <ol style="list-style-type: none"> <li>1. Improve student learning and academic achievement.</li> <li>2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.</li> <li>3. Encourage the use of innovative learning methods.</li> <li>4. Require the measurement of learning outcomes.</li> </ol>
1002.33(2)(c), F.S.	<p>(c) Charter schools may fulfill the following purposes:</p> <ol style="list-style-type: none"> <li>1. Create innovative measurement tools.</li> <li>2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.</li> <li>3. Expand the capacity of the public school system.</li> <li>4. Mitigate the educational impact created by the development of new residential dwelling units.</li> <li>5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.</li> </ol>
1002.33(6)(a)(1), F.S.	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <ol style="list-style-type: none"> <li>1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.</li> </ol> <p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall</p>

<p>1002.33(7)(a)(1), F.S.</p>	<p>be based on:                      1. The school’s mission, the students to be served, and the ages and grades to be included.</p>
<p>Criteria Stipulated                      Evaluation                      Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom, and to what degree.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A compelling mission statement that defines the purpose and values of the school.</li> <li>• A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.</li> </ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The mission of Odyssey Space Coast Academy is to work in partnership with the family and community with the aim of helping each child reach full potential in all areas of life. (Page 6)</li> <li>• A list of the School’s Guiding Principles is provided. (Page 6)</li> <li>• The applicant provided a new guiding principle, which was not included in previous charter applications. (Page 6)                             <ul style="list-style-type: none"> <li>○ Provide a holistic approach to education that focuses upon healthy development of the whole child. (Page 6)</li> </ul> </li> </ul> <p><b>Concerns and Additional Questions:</b></p>	



<p>1002.33(7)(a)(1), F.S.</p>	<p>Department of Education which:</p> <ol style="list-style-type: none"> <li>1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.</li> </ol> <p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <ol style="list-style-type: none"> <li>1. The school’s mission, the students to be served, and the ages and grades to be included.</li> </ol>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom, and to what degree.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A compelling mission statement that defines the purpose and values of the school.</li> <li>• A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.</li> </ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The applicant states that in the first year of operation, school administrators and key staff will gather varied data to develop a School Improvement Plan as a method of accountability on an annual basis. (Page 7)</li> <li>• Parents will be provided with additional performance information through mid-quarter progress reports, quarterly report cards, parent conferences, IEPs for Special Education students including EP for gifted and ELL Student Plan for English Language Learners as applicable. (Page 8)</li> </ul> <p><b>Concerns and Additional Questions:</b></p>	

## II. EDUCATIONAL PLAN

### 1) Mission, Guiding Principles and Purpose

#### **C. Describe how the school will meet the prescribed purposes of a charter school found in s. 1002.33(2)(b), F.S.**

<input checked="" type="checkbox"/> DOE Application:	<p><i>In accordance with the law, charter schools shall fulfill the following purposes:</i></p> <ul style="list-style-type: none"> <li>• <i>Improve student learning and academic achievement.</i></li> <li>• <i>Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.</i></li> <li>• <i>Encourage the use of innovative learning methods.</i></li> <li>• <i>Require the measurement of learning outcomes.</i></li> </ul>
<input checked="" type="checkbox"/> Fl. Statutes 1002.33(2)(a), F.S.  1002.33(2)(b), F.S.  1002.33(2)(c), F.S.  1002.33(6)(a)(1), F.S.	<p>(2) GUIDING PRINCIPLES; PURPOSE.—</p> <p>(a) Charter schools in Florida shall be guided by the following principles:</p> <ol style="list-style-type: none"> <li>1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.</li> <li>2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.</li> <li>3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school.</li> </ol> <p>(b) Charter schools shall fulfill the following purposes:</p> <ol style="list-style-type: none"> <li>1. Improve student learning and academic achievement.</li> <li>2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.</li> <li>3. Encourage the use of innovative learning methods.</li> <li>4. Require the measurement of learning outcomes.</li> </ol> <p>(c) Charter schools may fulfill the following purposes:</p> <ol style="list-style-type: none"> <li>1. Create innovative measurement tools.</li> <li>2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.</li> <li>3. Expand the capacity of the public school system.</li> <li>4. Mitigate the educational impact created by the development of new residential dwelling units.</li> <li>5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.</li> </ol> <p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <ol style="list-style-type: none"> <li>1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.</li> </ol> <p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall</p>

<p>1002.33(7)(a)(1), F.S.</p>	<p>be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 1. The school’s mission, the students to be served, and the ages and grades to be included.</p>
<p>Criteria Stipulated Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom, and to what degree.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• A compelling mission statement that defines the purpose and values of the school.</li> <li>• A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.</li> </ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The applicant states, “Opening under the Odyssey Charter School Instructional Model, the proposed School will implement the same best practices and quality standards that have proven effective in raising student achievement annually for all student populations. (Page 8)</li> <li>• Odyssey received an “A” grade for the 2011-2012 school year. (Page 9)</li> </ul> <p><b>Concerns and Additional Questions:</b></p>	

## II. EDUCATIONAL PLAN

### 2) Target Population and Student Body

#### **A. Describe the anticipated target population to be served.**

<input checked="" type="checkbox"/> DOE Application:	If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.
<input checked="" type="checkbox"/> Fl. Statute 1002.33(10)(e)	<p>(10) ELIGIBLE STUDENTS.—</p> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"> <li>1. Students within specific age groups or grade levels.</li> <li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li> <li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li> <li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li> <li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li> <li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li> <li>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</li> </ol> <p>(b) A sponsor shall receive and review all applications for a charter school using an evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school</p>

<p>1002.33(6)(b)(2)</p> <p>1002.33(7)(a)(1)</p> <p>1003.03</p>	<p>applications received on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district’s next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may receive applications later than this date if it chooses. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of an application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the application.</p> <p>2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.</p> <p>7) CHARTER.— The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>1. The school’s mission, the students to be served, and the ages and grades to be included.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p><b>Maximum Class Size</b></p> <p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size, and total student enrollment over the term of the school’s charter.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• An understanding of the students the charter school intends to serve.</li> <li>• If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The School is expected to have a racial/ethnic population as well as an English Language Learner and Exceptional Student population reflective of the surrounding schools and community it will serve. (Page 11)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**2) Target Population and Student Body**

**B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue 1002.33(10)(e)	<p>(10) ELIGIBLE STUDENTS.—</p> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"> <li>1. Students within specific age groups or grade levels.</li> <li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li> <li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li> <li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li> <li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li> <li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li> <li>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</li> </ol> <p>(b) A sponsor shall receive and review all applications for a charter</p>

<p>1002.33(6)(b)(2)</p> <p>1002.33(7)(a)(1)</p> <p>1003.03</p>	<p>school using an evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications received on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district’s next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may receive applications later than this date if it chooses. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of an application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the application.</p> <p>2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.</p> <p>7) CHARTER.— The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>1. The school’s mission, the students to be served, and the ages and grades to be included.</p> <p>Maximum Class Size</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size, and total student enrollment over the term of the school’s charter.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• An understanding of the students the charter school intends to serve.</li> </ul>

	<ul style="list-style-type: none"><li>• If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• The applicant states that the projected student-to-teacher ratio shall be consistent with those required by the class-size reduction act, as applied to charter schools. (Page 11)</li><li>• The chart of proposed student membership reflects the appropriate number of students in each class per grade level. (Page 12)</li></ul> <p><b>Concerns and Additional Questions:</b></p> <ul style="list-style-type: none"><li>• The applicant deleted information regarding the K-3 classrooms are taught by team teachers, which was included in the previous submission of the charter application. (Page 12) However, the application references “team teaching” in other sections of the charter application.</li></ul>	

**II. EDUCATIONAL PLAN**

**2) Target Population and Student Body**

**C. Provide a description of how the student population projections were developed.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue 1002.33(10)(e)	<p>(10) ELIGIBLE STUDENTS.—</p> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"> <li>1. Students within specific age groups or grade levels.</li> <li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li> <li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li> <li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li> <li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li> <li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li> <li>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in accordance with subparagraph 4.</li> </ol> <p>(b) A sponsor shall receive and review all applications for a charter school using an evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications received on or before August 1 of each calendar year</p>

<p>1002.33(6)(b)(2)</p> <p>1002.33(7)(a)(1)</p> <p>1003.03</p>	<p>for charter schools to be opened at the beginning of the school district’s next school year, or to be opened at a time agreed to by the applicant and the sponsor. A sponsor may receive applications later than this date if it chooses. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of an application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the application.</p> <p>2. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs.</p> <p>7) CHARTER.— The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>1. The school’s mission, the students to be served, and the ages and grades to be included.</p> <p>Maximum Class Size</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size, and total student enrollment over the term of the school’s charter.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• An understanding of the students the charter school intends to serve.</li> <li>• If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

**Concerns and Additional Questions:**

- The applicant states that the student projections were developed based upon the number of applications received by the school's sister school, Odyssey Charter School, and the number of students remaining on the waiting list each year. (Page 12)
  - The sister school received over 700 applications last year and has presently received over 625 applications this year for a limited number of openings. (Page 12)
- The applicant has made statements publicly at a Brevard County School Board meeting as well as to the local newspaper that do not correlate to the number of students on the waiting list provided in the charter application.
  - Exhibit V indicates that there are 240 students on the 2012-2013 waitlist.
  - With the information provided in the charter application (above), the District must assume that the Odyssey, sister school, accepted 385 students for the current school year.
    - This figure cannot be substantiated, even with the addition of ninth grade, which was not added to Odyssey Space Coast Academy in 2012-2013 in accordance to high performing charter school language.

## II. EDUCATIONAL PLAN

### 3) Educational Program Design

#### A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(2)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.</p> <p>A response that meets the standard will present an educational program design that:</p> <ul style="list-style-type: none"> <li>• Is clear and coherent;</li> <li>• Is based on effective, research-based educational practices, teaching methods and high standards for student learning;</li> <li>• Aligns with the school’s mission and responds to the needs of the school’s target population, and</li> <li>• Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The School will follow the annual calendar set forth by the Brevard County Public Schools, requiring at least a minimum of 180 days of instruction per calendar year. (Page 13)

**Concerns and Additional Questions:**

## II. EDUCATIONAL PLAN

### 3) Educational Program Design

#### **B. Describe the proposed charter school’s educational program.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(2)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.</p> <p>A response that meets the standard will present an educational program design that:</p> <ul style="list-style-type: none"> <li>• Is clear and coherent;</li> <li>• Is based on effective, research-based educational practices, teaching methods and high standards for student learning;</li> <li>• Aligns with the school’s mission and responds to the needs of the school’s target population, and</li> <li>• Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The philosophy of Odyssey is based upon the holistic philosophy, which is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace. (Page 15)

**Concerns and Additional Questions:**

- While the District applauds Odyssey’s efforts to provide a “Green” instructional environment that incorporates the Montessori model, the application itself depicts an array of educational programs. The District continues to have reservations regarding the School’s ability to effectively incorporate all of the following instructional programs, particularly at a time in which the school will be transitioning to common core standards. (Pages 14-21)
  - Healthy High Performance “Green” School. (Page 15)
  - Wise Nutrition and Healthy Lifestyles Program. (Pages 15-16)
  - Montessori Philosophy – Development of the Child (Pages 16 – 17)
  - Eight Principles of Montessori Education (Pages 17-18)
  - Instructional Model - Blend of Cognitive and Constructivist Learning (18)
    - Cognitive Learning Model (Page 18)
    - Project-Based Learning Model (Page 18)
    - Montessori Learning Model (Pages 19-20)
    - Preparation of the Environment (Page 19)
    - Preparation of the Teacher (Pages 19-20)
    - Montessori Sequential Materials (Page 20)
    - Comprehensive Methodology (Page 20)
  - School-Wide Programs (Pages 20-21)
    - Positive Discipline (Pages 20-21)
    - Inclusion Program (Page 21)
    - Brain Gym (Page 21)
    - Nutrition Education (Page 21)
    - Professional Learning Communities (21)

## II. EDUCATIONAL PLAN

### 3) Educational Program Design

#### C. Explain how the educational program aligns with the school’s mission.

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(2)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.</p> <p>A response that meets the standard will present an educational program design that:</p> <ul style="list-style-type: none"> <li>• Is clear and coherent;</li> <li>• Is based on effective, research-based educational practices, teaching methods and high standards for student learning;</li> <li>• Aligns with the school’s mission and responds to the needs of the school’s target population, and</li> <li>• Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The mission of the school reflects a holistic view of the child and the educational program allows for individual expression and development, respect for life, and includes a view of the future. (Page 21)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**3) Educational Program Design**

**D. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(2)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.</p> <p>A response that meets the standard will present an educational program design that:</p> <ul style="list-style-type: none"> <li>• Is clear and coherent;</li> <li>• Is based on effective, research-based educational practices, teaching methods and high standards for student learning;</li> <li>• Aligns with the school’s mission and responds to the needs of the school’s target population, and</li> <li>• Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states, “Lesson planning that supports the successful instruction of the NGSSS/CCSS is enhanced by on-going teacher in-services. This combined with a professional learning communities model for planning and an emphasis on vertical and horizontal alignment provides a strong foundation for student learning.” (Page 22)
- The school will provide services to varied target populations via the Professional Learning Community methods, i.e., common formative assessments discussed by an interdisciplinary team found at <http://allthingsplc.org>. (Page 22)

**Concerns and Additional Questions:**

- The applicant fails to provide detailed information regarding its plan to transition to common core standards, which is prevalent to the school’s success in the near future. (Page 22)
  - The application includes the Montessori Scope and Sequence – Correlation to Common Core Standards. However, the transition will require a fundamental change in the way teaching and learning takes place far beyond curriculum correlation. (Exhibit G)
    - The District did not see effective strategies in the application to have confidence that the applicant will address the challenge of implementing common core standards, particularly in the area of assessment driven instruction.

## II. EDUCATIONAL PLAN

### 3) Educational Program Design

#### **E. Describe the applicant’s capacity to replicate an existing school design.**

<input checked="" type="checkbox"/> DOE Application:	<i>The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.</i>
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(2)	(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.
Criteria Stipulated on Evaluation Instrument	The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.  The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.  A response that meets the standard will present an educational program design that: <ul style="list-style-type: none"> <li>• Is clear and coherent;</li> <li>• Is based on effective, research-based educational practices, teaching methods and high standards for student learning;</li> <li>• Aligns with the school’s mission and responds to the needs of the school’s target population, and</li> <li>• Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- Odyssey Charter School in Palm Bay has a strong financial standing. (Page 23)
- The applicant states that once the school is in its facility, the school will form a “Green Team” and consciously decide what core practices and corresponding benchmarks from the “GreenPrint” to work toward. (Pages 22-23)

**Concerns and Additional Questions:**

- The applicant states that the new school will share best practices with Odyssey Charter School in Palm Bay. If additional funding is needed, a resource has been identified through Building Hope: A Charter School Facilities Fund (Exhibit F-Building Hope Letter. (Page 23)
  - The letter dated July 15, 2012 written by Richard Moreno, Executive Director – CSSC, Building Hope, does not specifically state that Odyssey Charter School Preparatory Academy will receive funding. The letter:
    - Confirms support for Odyssey Charter School, Inc.’s charter application.
    - Building Hope has assisted Odyssey with financing in the past.
    - Building Hope commonly provides start-up loans for organizers of high quality charter schools.
      - ...our prior experience with Odyssey plus our review of the Board’s experience and background suggests that Odyssey Charter School will also be a high performing charter school.
- Richard Moreno created the budget for the Odyssey Space Coast Academy charter school application during the 2012-2013 cycle. Furthermore, Mr. Moreno defended Odyssey Space Coast Academy before the State Board of Education during the charter school appeal process.

**II. EDUCATIONAL PLAN**

**4) Curriculum Plan**

**A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	
1002.33(6)(a)(2)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p>
1002.33(6)(a)(4)	<p>2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards.</p>
1002.33(6)(a)(4)	<p>4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny a charter if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.</p>
1002.33(7)(a)(2)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p>
1002.33(7)(a)(2)	<p>2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.</p>
1002.33(7)(a)(2)	<p>a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically based reading research.</p>
1002.33(7)(a)(2)	<p>b. In order to provide students with access to diverse</p>

<p>1002.33(7)(a)(4)</p>	<p>instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school. Instructional personnel certified pursuant to s. <u>1012.55</u> who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. <u>1012.57</u> for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.</p> <p>4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Curriculum Plan section should explain not only <i>what</i> the school will teach but also <i>how</i> and <i>why</i>.</p> <p>A response that meets the standard will present a curriculum plan that:</p> <ul style="list-style-type: none"> <li>• Provides a clear and coherent framework for teaching and learning;</li> <li>• Is research-based;</li> <li>• Is consistent with the school’s mission, educational philosophy and instructional approach;</li> </ul>

	<ul style="list-style-type: none"> <li>• Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled, and</li> <li>• Will be appropriate for all students at all levels.</li> </ul>
<p><input type="checkbox"/> <b>Application Meets Standard</b></p> <p><input checked="" type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• <u>Montessori Curriculum K-2 (Pages 25-32)</u></li> <li>• <u>Language Arts Grades 3 – 5 (Pages 33-34)</u> <ul style="list-style-type: none"> <li>• The applicant states, “In addition to the Montessori curriculum, the school will use <i>McMillan/McGraw-Hill Imagine It, Florida Edition</i> or other language arts and reading curriculum that is grounded in scientifically based reading research and correlated to NGSSS and the CCSS.” (Page 33)                             <ul style="list-style-type: none"> <li>• Writing will be stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. (Page 33)</li> <li>• The applicant states that the use of technology in the writing process further enhances the program, as students publish their work. (Page 33)</li> </ul> </li> </ul> </li> <li>• <u>Math Grades 3 – 5 (Page 34)</u> <ul style="list-style-type: none"> <li>• The School will use the state-adopted <i>MacMillan McGraw Hill Math Connects</i> or a similar curriculum and instructional strategies for mathematics that is consistent with the NGSSS/CCSS and is grounded in scientifically based mathematics research. (Page 34)</li> </ul> </li> <li>• <u>Science Grades 3 – 5 (Pages 34-35)</u> <ul style="list-style-type: none"> <li>• The applicant states that it will use the state-approved <i>National Geographic Science</i> series or a similar research-based instructional material for Science. (Page 34)</li> </ul> </li> <li>• <u>Social Studies Grades 3– 5 (Pages 35-36)</u> <ul style="list-style-type: none"> <li>• The School will use the state-approved <i>Florida Studies Weekly</i>, or a similar research-based instruction that is correlated to the NGSSS/CCSS. (Page 35)</li> <li>• Students in grade four will have a focus on Florida. (Page 35)</li> </ul> </li> <li>• <u>Language Arts/Reading Grades 6-8 (Pages 36-37)</u> <ul style="list-style-type: none"> <li>• The applicant states that it will use the <i>Gourmet Learning Reading Complete Sets</i>, or a similar curriculum for language arts/reading, which is consistent with the NGSSS/CCSS and is grounded in scientifically based research. (Page 36)</li> </ul> </li> <li>• <u>Social Studies Grades 6-8 (Pages 38-39)</u> <ul style="list-style-type: none"> <li>• The applicant states that it will use <i>Government Alive! Civics, Geography and Economics</i>, which is an on-line resource that actively connects government, geography and economics to the everyday lives of Middle School Students. (Page 38)</li> </ul> </li> <li>• <u>Science (Page 39)</u> <ul style="list-style-type: none"> <li>• The applicant states that it will utilize the Big 11 science instructional priorities to guide instruction and assessment for all grade levels. (Page 39)</li> <li>• The applicant will use <i>Pearson Education</i>, publishing as Prentice Hall, <i>Florida</i></li> </ul> </li> </ul>	

*Comprehensive Science* with online access or similar state-approved instruction material. (Page 39)

**Concerns and Additional Questions:**

- Language Arts/Reading Grades 6-8 (Pages 36-37)
  - The applicant states that it will use SpringBoard Language Arts or a similar state-adopted language arts program. (Page 36)
    - The SpringBoard Language Arts program is not on the list of Florida Instructional Materials Adopted for Language Arts.
      - Springboard, is an expensive program designed to prepare students for AP coursework and is not generally utilized for all students.
      - Consequently, this would not be appropriate for students working below grade level.
        - Pursuant to 1002.33(6)(a)(4), F.S. the applicant must describe a reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level.
  - The applicant’s response for middle school reading program contains a section identical to the reading program described for students in third through fifth grades. (Page 36) **Repeated Concern**
    - The reading skills and instructional delivery model should be reflective of the developmental needs of middle school students, which are very different than the needs of students in third through fifth grades.
  - The applicant includes three (3) M/J Language Arts courses for “Advanced Gifted,” which do not exist on the list of State Approved course codes. (Page 37)
- Social Studies Grades 6-8 (Pages 38-39)
  - The applicant includes three (3) M/J Social Studies courses for “Advanced Gifted,” which do not exist. (Page 38)
- Science Grades 6-8 (Pages 39-40)
  - The applicant includes one (1) M/J Science course for “Advanced Gifted,” which does not exist on the list of State Approved course codes. (Page 40)
- Mathematics Grades 6-8 (Pages 40-41)
  - The applicant includes one (1) M/J Math course for “Advanced Gifted,” which does not exist on the list of State Approved course codes. (Page 41)
  - The applicant states, “The mathematics curriculum for 6<sup>th</sup>-8<sup>th</sup> grades is *Glencoe/McGraw Hill Math Connects and Algebra I*, as applicable, or a similar curriculum for mathematics that is consistent with the NGSSS/CCSS and which is grounded in scientifically research-based mathematics.” (Page 40)
    - In accordance to the FLDOE Bureau of Curriculum and Instruction Instructional Materials Catalog, Math Connects is adopted for the M/J Mathematics Advanced 1,2,3 Series.
    - The applicant does not provide information regarding texts to be utilized for students participating in M/J Mathematics 1,2,3 Series.
      - The applicant states that students requiring further strengthening in

mathematics will be enrolled in M/J Intensive Mathematics. **Repeated Concern** (Page 41)

- No additional information is provided for middle school students in reference to those students working below grade level.
- The applicant removed the statement that was included in the previous application, “Senior High School Credit(s) for Students in Grades 6, 7, and 8 – Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study.”
- The applicant did not modify the course codes for the various subject areas, which still includes courses designed for high school students. (Pages 40-41)
  - For example, Biology 1 requires an end of course (EOC) exam, which the applicant does not address. (Page 40)
  - Both the Algebra I and Geometry courses are listed as “honors” courses, which are designed for high school students. (Page 41)



<p>1002.33(7)(a)(4)</p>	<p>b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school. Instructional personnel certified pursuant to s. <u>1012.55</u> who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. <u>1012.57</u> for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.</p> <p>4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Curriculum Plan section should explain not only <i>what</i> the school will teach but also <i>how</i> and <i>why</i>.</p> <p>A response that meets the standard will present a curriculum plan that:</p> <ul style="list-style-type: none"> <li>• Provides a clear and coherent framework for teaching and learning;</li> <li>• Is research-based;</li> <li>• Is consistent with the school’s mission, educational philosophy and instructional approach;</li> </ul>

	<ul style="list-style-type: none"><li>• Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled, and</li><li>• Will be appropriate for all students at all levels.</li></ul>
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**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that the school will support the *Just Read, Florida!* Initiative in assisting all students in becoming successful, independent, and comprehensive readers by providing teachers with a systemic framework for literacy instruction. (Page 41)
- The reading program will cover the Florida’s Formula for Reading Success (6+4+ii+iii). (Page 41)
- The applicant provides information regarding Multi-Tiered System of Support (RtI). (Page 43)
- Comprehensive Intervention Reading Programs (CIRP) (Page 45)
  - Intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills.
  - Programs (Page 45)
    - Barton Reading and Spelling System (3-5)
    - Wilson Foundations 3
    - Intensive Reading + LANGUAGE!
    - Measuring Up (6-8)
    - Gourmet Learning – Lesson Maker (3-8)
- Technology Resources – some software programs the School may utilize include: A-Z Learning (3-5), RAZ-Kids (3-5), Safari Montage (3-8), FCAT Explorer (3-8), Springboard Online (6-8), Accelerated Reader (6-8). (Page 45)
- Literacy Leadership Team (Pages 45-46)
- Reading Coordinators will analyze progress monitoring data on a quarterly basis. (Page 46)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**4) Curriculum Plan**

**C. Describe proposed curriculum areas to be included other than the core academic areas.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	
1002.33(6)(a)(2)	(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements: (a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:
1002.33(6)(a)(4)	2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards. 4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny a charter if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.
1002.33(7)(a)(2)	(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards. a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically based reading research. b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to

<p>1002.33(7)(a)(4)</p>	<p>provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school. Instructional personnel certified pursuant to s. <u>1012.55</u> who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. <u>1012.57</u> for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.</p> <p>4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Curriculum Plan section should explain not only <i>what</i> the school will teach but also <i>how</i> and <i>why</i>.</p> <p>A response that meets the standard will present a curriculum plan that:</p> <ul style="list-style-type: none"> <li>• Provides a clear and coherent framework for teaching and learning;</li> <li>• Is research-based;</li> <li>• Is consistent with the school’s mission, educational philosophy and instructional approach;</li> <li>• Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled, and</li> <li>• Will be appropriate for all students at all levels.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant provides information regarding physical fitness-healthy lifestyles, art K-5, music K-5, library/media center (K-8), and additional middle school electives. (Pages 47-49)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**4) Curriculum Plan**

**D. Describe how the effectiveness of the curriculum will be evaluated.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(6)(a)(2)  1002.33(6)(a)(4)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <ol style="list-style-type: none"> <li>2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards.</li> <li>4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. A sponsor shall deny a charter if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.</li> </ol>
1002.33(7)(a)(2)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <ol style="list-style-type: none"> <li>2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.           <ol style="list-style-type: none"> <li>a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically based reading research.</li> <li>b. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the</li> </ol> </li> </ol>

<p>1002.33(7)(a)(4)</p>	<p>21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school. Instructional personnel certified pursuant to s. <u>1012.55</u> who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. <u>1012.57</u> for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.</p> <p>4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Curriculum Plan section should explain not only <i>what</i> the school will teach but also <i>how</i> and <i>why</i>.</p> <p>A response that meets the standard will present a curriculum plan that:</p> <ul style="list-style-type: none"> <li>• Provides a clear and coherent framework for teaching and learning;</li> <li>• Is research-based;</li> <li>• Is consistent with the school’s mission, educational philosophy and instructional approach;</li> <li>• Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled, and</li> <li>• Will be appropriate for all students at all levels.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that the School Improvement Plan (SIP) will contain annual achievement goals for the students at the school. This document will serve as a measurement tool by which the school can measure its progress in various areas. (Page 49)

**Concerns and Additional Questions:**

## II. EDUCATIONAL PLAN

### 5) Student Performance, Assessment and Evaluation

**A. State the school’s educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress will be evaluated, and the specific results to be attained.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	
1002.33(6)(a)(3)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <p>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</p>
1002.33(7)(a)(3)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</p> <p>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</p> <p>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</p> <p>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</p> <p>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as</p>



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that pre and post tests are given from the Northwest Evaluation Association’s Measures of Academic Progress. Students in Kindergarten through 8<sup>th</sup> grade will be assessed at least twice per year in order to measure growth in reading and math. (Page 50)
- The applicant addresses the use of Florida’s Annual Measurable Objectives (AMO) for Math and Reading Proficiency. (Page 51)

**Concerns and Additional Questions:**

- The objectives stated do not measure how much academic improvement students are expected to show each year, which is a requisite of the FLDOE High Performing Charter Application. (Pages 50-51)
  - For the various subject areas tested, the objectives specify that students in 3<sup>rd</sup> – 8<sup>th</sup> grades in all subgroups considered Not-Proficient will be reduced each year as measured by the FCAT. (Page 50-51)
  - The objective for students in K- 3<sup>rd</sup> grades specifies that students will exceed their previous year’s baseline assessment using MAP. (Page 50)
- The applicant does not address PARCC, which will become operational in 2014-2015 in accordance to Florida Department of Education.

**II. EDUCATIONAL PLAN**

**5) Student Performance, Assessment and Evaluation**

**B. Describe the school’s student placement procedures and promotion standards.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue	
1002.33(6)(a)(3)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <p>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</p>
1002.33(7)(a)(3)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</p> <p>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</p> <p>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</p> <p>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</p> <p>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.</p>
1002.33(7)(a)(4)	<p>4. The methods used to identify the educational strengths</p>

<p>1002.33(7)(a)(5)</p>	<p>and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p> <p>5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. <u>1003.428</u>, s. <u>1003.429</u>, or s. <u>1003.43</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Measurable educational goals and objectives that set high standards for student performance.</li> <li>• Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).</li> <li>• Evidence that a range of valid and reliable assessments will be used to measure student performance.</li> <li>• Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.</li> <li>• Evidence that data will inform decisions about adjustments to the educational programs.</li> <li>• Plans for sharing student performance information that will keep students and parents well informed of academic progress.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. (Page 52)
- The applicant states that each student who does not meet state performance levels in reading, mathematics, and/or science, the School will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. (Page 52)
- The applicant states that in compliance with Section 1008.25, F.S., the specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of the grade 3 for promotion to grade 4. (Page 52)
  - Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion must be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. (Page 52)
- The applicant states that for each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. (Page 52)
- The applicant states that it will place Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered bases on the determined diagnosis of reading needs. (Page 52)
- The applicant states that for each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student’s required mathematics course. (Page 52)
- The applicant provides provisions for promotion of students in grades 7 and 8. (Page 53)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**5) Student Performance, Assessment and Evaluation**

**C. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in 1003.428, F.S., and any proposed additional requirements.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(6)(a)(3)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <p>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</p>
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(3)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</p> <p>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</p> <p>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</p> <p>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</p> <p>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.</p>



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

Not Applicable

**Concerns and Additional Questions:**



<p>1002.33(7)(a)(4)</p> <p>1002.33(7)(a)(5)</p>	<p>rates of academic progress of comparable student populations in the district school system.</p> <p>4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p> <p>5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. <u>1003.428</u>, s. <u>1003.429</u>, or s. <u>1003.43</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Measurable educational goals and objectives that set high standards for student performance.</li> <li>• Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).</li> <li>• Evidence that a range of valid and reliable assessments will be used to measure student performance.</li> <li>• Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.</li> <li>• Evidence that data will inform decisions about adjustments to the educational programs.</li> <li>• Plans for sharing student performance information that will keep students and parents well informed of academic progress.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that baseline data will include standardized test scores, report card grades, attendance reports, behavior records, and IEP/EP and/or ELL Plans (as applicable). (Page 53)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**5) Student Performance, Assessment and Evaluation**

**E. Identify the *types* and *frequency* of assessments that the school will use to measure and monitor student performance.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(6)(a)(3)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <p>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</p>
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(3)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</p> <p>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</p> <p>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</p> <p>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</p> <p>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.</p>



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- In accordance with s. 1003.43, the School will participate in all state-wide assessment programs. (Page 54)
- The School will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the Sunshine State Standards in all grade levels. (Page 54)
- The applicant will use the Comprehensive English Learning Language Assessment (CELLA) for ELL students. (Page 54)
- The applicant will use Florida End-of-Course Exams as per FL-DOE requirements in 2011. (Page 54)
- The applicant provides a list of school-based assessments in all courses. (Page 54)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**5) Student Performance, Assessment and Evaluation**

**F. Describe how student assessment and performance data will be used to evaluate and inform instruction.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(6)(a)(3)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <p>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</p>
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(3)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</p> <p>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</p> <p>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</p> <p>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</p> <p>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.</p>

<p>1002.33(7)(a)(4)</p> <p>1002.33(7)(a)(5)</p>	<p>4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. <u>1008.22</u>.</p> <p>5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. <u>1003.428</u>, s. <u>1003.429</u>, or s. <u>1003.43</u>.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Measurable educational goals and objectives that set high standards for student performance.</li> <li>• Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).</li> <li>• Evidence that a range of valid and reliable assessments will be used to measure student performance.</li> <li>• Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.</li> <li>• Evidence that data will inform decisions about adjustments to the educational programs.</li> <li>• Plans for sharing student performance information that will keep students and parents well informed of academic progress.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant has identified a School Instructional Leadership team consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, Reading Coach and Media Specialist, which will monitor and analyze data to maintain a problem solving system that brings out the best in the school, teachers, and students. The leadership team will meet weekly to perform identified tasks. (Page 55)
- Administration and team leaders will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. (Page 55)

**Concerns and Additional Questions:**

- The applicant has identified the assistant principal as a core member of the School Instructional Leadership Team.
  - The staffing plan does not reflect the hiring of a .5 assistant principal until year three (3), and a 1.0 assistant principal in years four (4) and five (5). (Exhibit N)
  - The staffing plan reflects the hiring of Other Teachers (ESE, ESOL, Reading/Math Coaches) as follows: (Exhibit N)
    - Year 1 – 1.5
    - Years 2 and 3 – 2.0
    - Years 3 and 4 – 3.0
  - Consequently, the team appears to be limited in size for the first few years of operation.

**II. EDUCATIONAL PLAN**

**5) Student Performance, Assessment and Evaluation**

**G. Describe how student assessment and performance information will be shared with students and with parents.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(6)(a)(3)	<p>(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:</p> <p>(a) A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which:</p> <p>3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.</p>
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(3)	<p>(7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.</p> <p>(a) The charter shall address and criteria for approval of the charter shall be based on:</p> <p>3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:</p> <p>a. How the baseline student academic achievement levels and prior rates of academic progress will be established.</p> <p>b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.</p> <p>c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.</p> <p>The district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.</p>



**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states, “Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results.” (Page 55)
- The applicant states that on-going communication between the School and the parents will be maintained through on-line reporting systems, progress reports, parent conferences, and other forms of written and oral communication that parents may be comfortable to utilize. (Page 56)

**Concerns and Additional Questions:**

## II. EDUCATIONAL PLAN

### 6) Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school wills serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	(16) EXEMPTION FROM STATUTES.— (a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 3. Those statutes pertaining to the provision of services to students with disabilities.
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Clear description of the levels of service the school will provide to students with disabilities.</li> <li>• A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.</li> </ul>

	<ul style="list-style-type: none"><li>• An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.</li><li>• An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.</li><li>• A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.</li></ul>
<p><input checked="" type="checkbox"/> <b>Application Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Partially Meets Standard</b></p> <p><input type="checkbox"/> <b>Application Does Not Meet Standard</b></p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"><li>• The school specifies that it will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers). (Page 57)</li></ul> <p><b>Concerns and Additional Questions:</b></p>	

## II. EDUCATIONAL PLAN

### 6) Exceptional Students

**B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	<p>(16) EXEMPTION FROM STATUTES.—</p> <p>(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:</p> <p>3. Those statutes pertaining to the provision of services to students with disabilities.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Clear description of the levels of service the school will provide to students with disabilities.</li> <li>• A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.</li> <li>• An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.</li> <li>• An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.</li> <li>• A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve diversity reflective of the community. (Page 61)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**6) Exceptional Students**

**C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student’s needs.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	(16) EXEMPTION FROM STATUTES.— (a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 3. Those statutes pertaining to the provision of services to students with disabilities.
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Clear description of the levels of service the school will provide to students with disabilities.</li> <li>• A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.</li> <li>• An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.</li> <li>• An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.</li> <li>• A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that the School will meet weekly with representatives from the district (school psychologist, staffing specialist, behavioral analyst) regarding students in the RtI process (presently referred to as the Multi-Tiered System of Support) and/or students already in the Exceptional Student Education program. (Page 61)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**6) Exceptional Students**

**D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	(16) EXEMPTION FROM STATUTES.— (a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 3. Those statutes pertaining to the provision of services to students with disabilities.
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Clear description of the levels of service the school will provide to students with disabilities.</li> <li>• A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.</li> <li>• An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.</li> <li>• An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.</li> <li>• A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that Odyssey Charter Preparatory Academy will provide an inclusive environment that meets the needs of exceptional students, including the use of supplementary aids and services. (Page 62)
- The applicant states that the school’s design incorporates the requirements of the ADA and other applicable state codes and local ordinances. (Page 62)
- The applicant states that the use of supplementary aides and services are delineated within the student’s individual education plan. (Page 62)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**6) Exceptional Students**

**E. Describe how the school’s effectiveness in serving exceptional education students will be evaluated.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	(16) EXEMPTION FROM STATUTES.— (a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 3. Those statutes pertaining to the provision of services to students with disabilities.
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**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that measurable objectives for monitoring the SWD subgroup will be evaluated by measuring the students AYP gains compared to local subgroup gains via FCAT and Measures of Academic Progress (MAP). (Page 62)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**6) Exceptional Students**

**F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	(16) EXEMPTION FROM STATUTES.— (a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 3. Those statutes pertaining to the provision of services to students with disabilities.
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**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that its plan for engaging exceptional education students and students who enter the school below grade level is based upon two fundamental methods: the Montessori Method and Differentiated Instruction. (Page 63)

**Concerns and Additional Questions:**

## II. EDUCATIONAL PLAN

### 6) Exceptional Students

**G. Provide the school’s projected population of students with disabilities and describe how the projection was made.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	(16) EXEMPTION FROM STATUTES.— (a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013: 3. Those statutes pertaining to the provision of services to students with disabilities.
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**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that the methodology used for projecting students with disabilities (SWD) enrollment was a review of the last two (2) years of Odyssey Charter School’s historical and trend data derived from the school’s spar report. (Page 64)
  - The school is projecting 12.7%, which is in line with Odyssey’s history. (Page 64)
    - This percentage is accurately reflected on the staffing plan. (Exhibit N)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**6) Exceptional Students**

**H. Identify the staffing plan, based on the above projection, for the school’s special education program, including the number and qualifications of staff.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	<p>(16) EXEMPTION FROM STATUTES.—</p> <p>(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:</p> <p>3. Those statutes pertaining to the provision of services to students with disabilities.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Clear description of the levels of service the school will provide to students with disabilities.</li> <li>• A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.</li> <li>• An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.</li> <li>• An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.</li> <li>• A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that Exceptional Education teachers will hold a bachelor's degree from an accredited or approved institution and will hold a valid Florida three-year Temporary or five-year Professional Certificate in Exceptional Education, as required by Florida State Statutes, and in compliance with Federal requirements. (Page 64)

**Concerns and Additional Questions:**

- The applicant states that based on a 12.7% estimated population of SWD, the School's special education staffing plan will include 1.5 Exceptional Education teachers and a part-time ESE coordinator for the first year of operation with contracted services from a speech-language pathologist, occupational therapist, and a physical therapist, as needed. (Page 64)
  - The staffing plan reflects 1.5 Other Teachers (ESE, ESOL, Reading/Math Coaches) for the first year of operation. (Exhibit N)
    - The District is unable to validate that the 1.5 teachers will be assigned to serve SWD students as written in the staffing plan.
    - The staffing plan does reflect .25 ESE Contact. (Exhibit N)

## II. EDUCATIONAL PLAN

### 6) Exceptional Students

#### I. Describe how the school will serve gifted and talented students.

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(16)(a)(3)	<p>(16) EXEMPTION FROM STATUTES.—</p> <p>(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:</p> <p>3. Those statutes pertaining to the provision of services to students with disabilities.</p>
Criteria Stipulated on Evaluation Instrument	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Clear description of the levels of service the school will provide to students with disabilities.</li> <li>• A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.</li> <li>• An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.</li> <li>• An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.</li> <li>• A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that their program will offer weekly pull-out enrichment classes. (Page 65)
- The applicant provides information regarding the identification of gifted students. (Pages 65-66)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**7) English Language Learners**

**A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue 1002.33(10)	<p>10) ELIGIBLE STUDENTS.—</p> <p>(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.</p> <p>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</p> <p>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</p> <p>(d) A charter school may give enrollment preference to the following student populations:</p> <ol style="list-style-type: none"> <li>1. Students who are siblings of a student enrolled in the charter school.</li> <li>2. Students who are the children of a member of the governing board of the charter school.</li> <li>3. Students who are the children of an employee of the charter school.</li> <li>4. Students who are the children of:           <ol style="list-style-type: none"> <li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li> </ol> </li> </ol>

	<p>b. A resident of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c).</p> <ol style="list-style-type: none"><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school’s governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li><li>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The</li></ol>
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	<p>remainder of the student stations shall be filled in accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331</u>(2) as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Demonstrated understanding of state and federal requirements regarding the education of English language learners.</li> <li>• Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.</li> <li>• Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The School will meet the requirements of the Consent Decree entered in Lulac, et al. vs State Board of Education. (Page 67)

**Concerns and Additional Questions:**

- The applicant states that every effort is made to place a student who is ELL with an ESOL Endorsed certified teacher. The applicant does not provide information in reference to what actions will be taken if an ESOL Endorsed certified teacher is not available. (Page 67) **Repeated Concern**
  - In accordance to Florida Statutes as well as State Board Rule, specific ESOL and Home Language in-service training and certification/endorsement requirements apply to personnel assigned to serve English Language Learners.
    - Charter school teachers are not exempt from this criterion.

**I. EDUCATIONAL PLAN**

**7) English Language Learners**

**B. Identify the staffing plan for the school’s English language learner program, including the number and qualifications of staff.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue 1002.33(10)	<p>10) ELIGIBLE STUDENTS.—</p> <p>(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.</p> <p>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</p> <p>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</p> <p>(d) A charter school may give enrollment preference to the following student populations:</p> <ol style="list-style-type: none"> <li>1. Students who are siblings of a student enrolled in the charter school.</li> <li>2. Students who are the children of a member of the governing board of the charter school.</li> <li>3. Students who are the children of an employee of the charter school.</li> <li>4. Students who are the children of:                     <ol style="list-style-type: none"> <li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li> <li>b. A resident of a municipality that operates a charter</li> </ol> </li> </ol>

	<p>school-in-a-municipality pursuant to paragraph (15)(c).</p> <ol style="list-style-type: none"><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school’s governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li><li>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in</li></ol>
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	<p>accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Demonstrated understanding of state and federal requirements regarding the education of English language learners.</li> <li>• Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.</li> <li>• Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that if the School has 15 or more ELL students speaking another language (per language group) other than English upon registration, the School will ensure that a linguistically qualified teacher of paraprofessional will be staffed to assist ELL students in understanding content instruction. (Page 69)

**Concerns and Additional Questions:**

- The applicant states, “The School will make every effort to ensure that ELL students are placed with ESOL endorsed teachers whenever possible.” (Page 69) **Repeated Concern**
  - In accordance to Florida Statutes as well as State Board Rule, specific ESOL and Home Language in-service training and certification/endorsement requirements apply to personnel assigned to serve English Language Learners.
    - Charter school teachers are not exempt from this criterion.

**II. EDUCATIONAL PLAN**

**7) English Language Learners**

**C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue 1002.33(10)	<p>10) ELIGIBLE STUDENTS.—</p> <p>(a) A charter school shall be open to any student covered in an interdistrict agreement or residing in the school district in which the charter school is located; however, in the case of a charter lab school, the charter lab school shall be open to any student eligible to attend the lab school as provided in s. <u>1002.32</u> or who resides in the school district in which the charter lab school is located. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.</p> <p>(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.</p> <p>(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school’s attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.</p> <p>(d) A charter school may give enrollment preference to the following student populations:</p> <ol style="list-style-type: none"> <li>1. Students who are siblings of a student enrolled in the charter school.</li> <li>2. Students who are the children of a member of the governing board of the charter school.</li> <li>3. Students who are the children of an employee of the charter school.</li> <li>4. Students who are the children of:           <ol style="list-style-type: none"> <li>a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or</li> <li>b. A resident of a municipality that operates a charter</li> </ol> </li> </ol>

	<p>school-in-a-municipality pursuant to paragraph (15)(c).</p> <ol style="list-style-type: none"><li>5. Students who have successfully completed a voluntary prekindergarten education program under ss. <u>1002.51-1002.79</u> provided by the charter school or the charter school’s governing board during the previous year.</li><li>6. Students who are the children of an active duty member of any branch of the United States Armed Forces.</li></ol> <p>(e) A charter school may limit the enrollment process only to target the following student populations:</p> <ol style="list-style-type: none"><li>1. Students within specific age groups or grade levels.</li><li>2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.</li><li>3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).</li><li>4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.</li><li>5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals.</li><li>6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.</li><li>7. Students living in a development in which a business entity provides the school facility and related property having an appraised value of at least \$10 million to be used as a charter school for the development. Students living in the development shall be entitled to 50 percent of the student stations in the charter school. The students who are eligible for enrollment are subject to a random lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations shall be filled in</li></ol>
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	<p>accordance with subparagraph 4.</p> <p>(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.</p> <p>(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.</p> <p>(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. <u>1002.331</u>. A sponsor may not require a charter school to waive the provisions of s. <u>1002.331</u> or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. <u>1002.331(2)</u> as a condition of approval or renewal of a charter.</p> <p>(i) The capacity of a high-performing charter school identified pursuant to s. <u>1002.331</u> shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase.</p>
<p>Criteria Stipulated on Evaluation Instrument</p>	<p>The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.</p> <p>The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> <li>• Demonstrated understanding of state and federal requirements regarding the education of English language learners.</li> <li>• Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.</li> <li>• Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that ELL students who score an achievement level 1 or 2 will receive additional remediation in the subject area deficiency. (Page 70)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**8) School Climate and Discipline**

**A. Describe the school’s planned approach to classroom management and student discipline.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(7)  1002.33(7)(a)(11)	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 7. The admissions procedures and dismissal procedures, including the school’s code of student conduct. 11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.
Criteria Stipulated on Evaluation Instrument	The educational plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.  The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.  A response that meets the standard will present: <ul style="list-style-type: none"> <li>• A sound approach to classroom management and student discipline.</li> <li>• Legally sound policies for student discipline, suspension, and dismissal.</li> </ul>

**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The applicant states that Odyssey Charter School teachers are trained in a program called Positive Discipline in the Classroom. (Page 71)
- To ensure a safe and order school community, the applicant is also implementing the following: (Pages 71-72)
  - The Significant Seven (Page 71)
  - Eight Steps for Effective Class Meetings (Pages 71-72)
  - Why People Do What They Do (Page 72)
  - Focusing on Solutions Instead of Punishment – A Paradigm Shift (Page 72)

**Concerns and Additional Questions:**

**II. EDUCATIONAL PLAN**

**8) School Climate and Discipline**

**B. Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, dismissal, and recommendation for expulsion.**

<input checked="" type="checkbox"/> DOE Application:	
<input checked="" type="checkbox"/> Fl. Statue  1002.33(7)(a)(7)  1002.33(7)(a)(11)	7) CHARTER.—The major issues involving the operation of a charter school shall be considered in advance and written into the charter. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input. (a) The charter shall address and criteria for approval of the charter shall be based on: 7. The admissions procedures and dismissal procedures, including the school’s code of student conduct. 11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.
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**Application Meets Standard**

**Application Partially Meets Standard**

**Application Does Not Meet Standard**

**Strengths:**

- The School will follow the Sponsor’s Code of Conduct. (Page 72)

**Concerns and Additional Questions:**