



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 27, 2018



Charter School: School for Integrated Academics and Technologies (SIATech)

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

Contact Information

Sponsoring Entity:	Arkansas School for Integrated Academics & Technologies Little Rock, Inc.
Name of Charter School:	School for Integrated Academics and Technologies (SIATech)
School LEA #	6052700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Katie Hatley 6724 Interstate 30 Little Rock, Arkansas 72209 (501)562-0395 (501)562-7671 Katie.hatley@siatech.org
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Phillip Hood P.O. Box 55882 (501) 683-3408 (wk) (501) Phillip.hood@siatech.org

Number of Years Requested for Renewal (1-20) 7 Years (7)

Renewal Application Approval Date by the School/Entity Board(s) 27 September 2018

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Governance Structure

The Public-Benefit Corporation, Arkansas School for Integrated Academics and Technologies, Little Rock Inc. was organized exclusively for charitable education purposes. The Board shall consist of five (5) or (7) Directors as determined by a majority of the Directors. Board Directors consist of business/community/education leaders. A maximum of one (1) parent/guardian or in loco parentis of a student enrolled in the school may serve as one of the Directors. Nominees for all directors shall be made by one of the existing Board members.

Selection Process

Board members shall have multi-year terms, two or three years that overlap as determined by a majority of Directors from time to time. Current Board membership includes a diverse group of professionals who bring multiple experiences in support of managing the school. Vacancies on the Board are to be filled by the President of the Board. The successor selected shall hold the office for the remainder of the term of the Director replaced. All Board members will complete the Conflict of Interest forms on an annual basis. Board members are required to update their board training hours. The training schedule consist of the following: (9) hours of training and instruction by December 31 of the calendar year following the year in which they joined and (6) hours of training annually each year following.

Current Board members include:

Mr. James Graham	Accountant	State of Arkansas
Mr. Phillip Hood	Commissioner	Arkansas Workers Compensation Commission
Mr. Brett Smith	Education Transition Coord.	Arkansas Division of Youth Services
Mrs. Essie Talley	Records Manager	Little Rock Job Corps Manager
Mr. James Williams	Capitol Conflict Investigator	Arkansas Public Defender Commission

Authority and responsibility of the charter board

The Board has the authority to authorize any Officer or agent of the Charter, in addition to the Officers authorized by the Bylaws, to enter into any contract or execute any instrument in the name of and on behalf of the Charter. These may be issues that are general in scope or may be confined to specific instances.

All checks, drafts, or other orders for the payment of money and all notes or other evidences of indebtedness issued in the name of the Charter shall be signed by such ‘Officer or Officers’, agent or agents of the Charter and in such a manner as shall from time to time be determined by resolution of the Board. In the absence of this determination by the board, the President may sign necessary instruments when countersigned by the Treasurer.

From time to time, the board may designate banks, trust companies, or other depositories for the depositing of corporation funds, following fixed terms and conditions determined by the Board. The Board may also authorize the opening and keeping, with designated depositories, of general and special bank accounts and may make special rules and regulations that are consistent with the Bylaws when deemed necessary.

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator's or board member's family member has or had a financial interest.

Complete the table on the following page.

Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Administrator: Ms. Katie Hatley, Director 6724 Interstate 30 Little Rock, AR 72209 Katie.hatley@siatech.org	Not applicable	Not applicable
Board Member: Phillip Hood P.O. Box 55882 Little Rock, AR 72215 (501) 683-3408 (work) Phillip.hood@siatech.org	None	Not applicable
Board Member: James Graham 187 Pumice Drive Sherwood, AR 72120 (501) 835-6787 James.graham@siatech.org	None	Not applicable
Board Member: Essie Talley 10614 Lionel Drive Little Rock, AR 72209 (501) 247-3032 Essie.talley@siatech.org	None	Not applicable
Board Member: Brett Smith 6 Summerwood Drive Benton, AR 72019 Brett.smith@siatech.org	None	Not applicable
Board Member: James Williams PO Box 2365 Little Rock, AR 72203 (501) 940-4881 James.williams@siatech.org	None	Not applicable

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter’s school mission, as approved by the authorizer, is provided. Describe the charter’s progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

The Mission of SIATech is to provide a premier high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life.

Overview of School:

SIATech- Little Rock Charter School began its journey as a non-profit charter school located on the Job Corp campus in 2011. In 2013, due to Department of Labor policy changes, the campus relocated to 6724 Interstate 30 in Little Rock, Arkansas. SIATech’s model is designed to support each student’s real-life situation and assist them in persevering to become productive citizens and obtain adequate employment. SIATech-LR staff refers to their students as “At Promise” not At-Risk because “At-Risk” students are surrounded by “At-Risk” adults. Students at SIATech are surrounded with role models who believe students can begin a fresh start. Staff members work to break down the barriers that have hindered student success by helping students visualize and believe they can gain a positive, productive future.

SIATech Little Rock has been removed from priority designation and earned the following accreditations:

- Advanced Ed
- Arkansas State Accredited Status

Living the Mission:

SIATech is a non-traditional dropout recovery school serving students who are:

- Economically disadvantaged
- Youth who opted out of traditional high school
- Over aged and under credit (i.e., 17 years old with only 6 credits)
- Young parents
- Working to support family and/or need flexible schedule
- Working to re-enter society after being incarcerated

When you enter the school, one will immediately sense the small school atmosphere where everyone is focused on student success. High expectations both behavior and academic begin when students walk through the door. It is a “safe” place where students can focus on academics vs. animosity.

Relationships:

To fulfill the charter’s mission, great emphasis is placed on relationships. The team at SIATech LR strives to build *strong personal connections with students, families, community partners* as well creating a culture with positive *team relations*. The “team” consists of both instructional and support personnel including everyone from the certified child nutrition director, support staff/teachers, to on-site resource officers who interact with the students in both the school and home settings.

When on campus it is evident everyone has a clear focus on:

- Meeting students where they are and
- Assisting students in seeing their “promise”

Professional Learning:

SIATech-LR prides itself in demonstrating what a strong TEAM can achieve. To ensure consistency, the team meets daily on an as-needed basis but works formally as a Professional Learning Community weekly. This work is centered around:

- Celebrating student success (both academic and personal growth)
- Brainstorming solutions to student barriers
- Continuous learning
- Assisting new staff with technology
- Social/Emotional Learning
- Curriculum, assessments, data and instructional practices

Community Partnerships/Student Services:

The school facility layout lends itself to the team approach to learning. Students rotate among classes each day. Students have access to breakfast, lunch and snack through a partnership with Benton School District Child Nutrition Department at no cost. Additional space is provided for on-site community partners to work one on one or with a small group as needed. Students also can participate in Yoga. This opportunity has been deemed highly successful especially with many of the young men. SIATech Little Rock has a registered nurse (RN) that in addition to compliance work; partners with Arkansas Department of Health (Guest Speakers) to provide students with opportunities at school to learn about topics such as infectious diseases, pregnancy services, and overall healthy lifestyles.

These services are designed to serve the student's various needs, provide opportunities of motivation and encouragement to believe in themselves.

- Immerse Arkansas (Homeless Services)
- CADS -Central Arkansas Disability Services (Transition Program)
- Arkansas Rehabilitation
- New Beginnings (Mental Health Counseling)
- Arkansas Pregnancy Resource Center
- Attorney General Office (Cyberbullying and Cyber Safety)

Curriculum and Instruction:

SIATech-LR offers a digitally delivered/highly technical curriculum aligned to the Arkansas State Standards. This program is designed to allow for individual customization of schedules tailored to the direct needs of each student. Students work at their own pace independently while having a highly qualified instructor ready to assist when needed. Teachers can monitor student progress from their computer as well as sitting side by side with the students. Success has been found easiest when students have a positive role model guiding their learning. Each instructor focuses on their role as a mentor/advisor. Instructors serve as both an academic and life coach for the students. Every student begins with a critical thinking course which typically generate a "quick success" for the students that increases their self-confidence. The goal is that students understand they CAN complete the coursework needed to graduate. Personal Finance is another course that all students take to have the needed skills to support themselves as adults. Students can earn a community service credit while doing their court required service hours. Staff work with each student when they enroll to develop an individual learning plan that includes specific courses required to graduate.

SIATech-LR is fortunate to have a 2018-19 staff who are:

- 100% Highly Qualified or Licensed
- Diverse in their backgrounds and experience
- Role models from the community
- Trained to handle intense situations with calm, respectful actions.

The instructional staff has a combined total of 71 years teaching experience. Four of the six instructors hold master's degrees and the director holds an educational specialist degree in district level leadership with 28 years of experience in public schools.

Classrooms are designed to give students individual space that allows for peer interaction when appropriate. The climate in the classrooms promote success and celebration. SIATech-LR's team work diligently to celebrate the small successes in order to maintain a high level of motivation. Most students who attend SIATech are older students who are looking for a fresh start. Students who "catch up" quickly often return to the traditional school setting while many work for extended periods of time to graduate.

The mission of SIATech Little Rock is being fulfilled. Many of the younger students enter SIATech Little Rock, catch up and return to traditional public school. However, the older students tend to stay until completion. There have been 101 graduates over the last three years. After graduating these students have enrolled in both two- and four-year colleges, joined the military and obtained higher paying jobs.

Part B: Current Performance Goals

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Reading assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Reading.	Renaissance STAR	a majority of the students assessed will demonstrate value added growth annually for the majority of years	Annually			49% of all students enrolled showed positive gains in Reading. 34% of the students who attended 10 months met the expected growth goal with 66% approaching their goal.	54% of all students enrolled showed positive gains in Reading. 35% of the students who attended 10 months met the expected growth goal with 65% approaching their goal.	60% of all students enrolled showed positive gains in Reading. 14% of the students who attended 10 months met the expected growth goal with 86% approaching their goal.	Goal was partially met. See explanation

2. SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Math assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Math	Renaissance STAR	a majority of the students assessed will demonstrate value added growth annually for the majority of years	Annually			57% of all students enrolled showed positive gains in Math. 40% of the students who attend 10 months met expected growth goal with 60% approaching their goal.	69% of all students enrolled showed positive gains in Math. 60% of the students who attend 10 months met expected growth goal with 40% approaching their goal.	76% of all students enrolled showed positive gains in Math. 66% of the students who attend 10 months met expected growth goal with 34% approaching their goal.	Goal was met. See explanation.
3. SIATech Cohort (10+ month) students will demonstrate appropriate improvement on the SIATech Common Assessment System (CAS), On-Demand Writing Assessment. Due to the importance of writing and the need to improve student writing skills, grammar scoring will also be included. The expectation is a trending up of student writing growth results, over the term of the charter.	SIATech Common Assessment System	A majority percentage showing either: 1. An increase from the baseline score results for content and grammar, or 2. Maintenance of baseline scores of 3 or 4 for content and an increase in scoring for grammar.	Annually						Inconclusive-see below

<p>4. SIATech students enrolled 5+ months will demonstrate positive trends in attendance rates each school year</p>	<p>School records/eSchool</p>	<p>The majority of Cohort students (5+ months) will meet acceptable attendance rates, maintaining and/or improving over the school year term.</p>	<p>Annually</p>						<p>See data</p>
<p>5. Minimally, 80% of SIATech students, minimally enrolled for the Gallup Polling period, will participate in the Gallup Poll. Staff will reflect on the student findings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scores will be compared with overall nationwide results over the term of the charter. All students (100% as defined above), will be encourage to participate <input type="checkbox"/> No level of comparison is listed as the open entry practice for students will not allow all students to respond based on a minimum level of time at SIATech <input type="checkbox"/> SIATech staff will reflect on the results and implement a new practice(s) or behavior(s) to promote students' 	<p>Gallup Poll</p>	<p>80% of students will participate</p>	<p>Annually</p>			<p>68%</p>	<p>50%</p>	<p>37%</p>	<p>Partially- see explanation</p>

<p>feelings of Hope, Engagement and Well Being</p> <p><input type="checkbox"/> <input type="checkbox"/> Staff will use the data to inform daily instructional practices to further student engagement in learning and to promote each individual student's belief in themselves and their future</p>									
<p>6. Minimally, 60% of SIATech students, minimally enrolled for the Speak Up Polling period as selected by SIATech, will participate in the technology survey.</p> <p>Staff will reflect on the student findings.</p> <p><input type="checkbox"/> <input type="checkbox"/> Scores will be compared with overall nationwide results. All students (100% as defined above, will be encouraged to participate)</p> <p><input type="checkbox"/> <input type="checkbox"/> No level of comparison is listed as the open entry practice for students will not allow all students to respond based on a minimum level of time at SIATech</p> <p><input type="checkbox"/> <input type="checkbox"/> SIATech staff will use the data to promote the effective use of technology for staff and students.</p>						56%	45%	7%	Partially- see explanation

1. SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Reading assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Reading.

Goal 1:

Year	% Students attending 10 months met growth goal	% All students regardless of time met growth goal	% All students showing growth regardless of time in school
2015-2016	34%	36%	49%
2016-2017	35%	38%	54%
2017-2018	14%	44%	60%

The majority of all students showed growth over the last three years. The majority of SIATech students (enrolled 10+ months) showed growth over time however, less than fifty percent met their growth targets. SIA Tech’s campus director collaborated with John Schacter, Ph.D. to analyze the data. Although the majority of students didn’t meet the expected growth goal, it was determined the students moved from the 24th percentile rank to the 29th percentile rank showing overall growth. It was noted that SIATech Little Rock has shown a faster growth rate in 2017-18 than in 2015-16, indicating the additional intervention strategies were effective. After analyzing this trend data, it has been determined that the SIATech Staff will be adding additional interventions in order to meet this goal in the future. When analyzing individual student data, it was determined that many successful students were enrolled less than 10 months.

2. SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Math assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Math.

Goal 2:

Year	% and # Students attending 10 months met growth goal	% and # All students regardless of time met growth goal	% of students showing growth regardless of time in school
2015-2016	40%	42%	57%
2016-2017	60%	55%	69%
2017-2018	66%	62%	76%

The majority of all students showed growth over the last three years.

The majority of the students attending 10 months or more did demonstrate value-added growth for the majority years by meeting their growth goals. SIA Tech’s staff will continue to implement the intervention strategies as well as monitor student’s progress.

3. SIATech Cohort (10+ month) students will demonstrate appropriate improvement on the SIATech Common Assessment System (CAS), On-Demand Writing Assessment. Due to the importance of writing and the need to improve student writing skills, grammar scoring will also be included. The expectation is a trending up of student writing growth results, over the term of the charter.

Goal 3:

After analyzing the common assessment data comparing to ACTAspire Writing Scores in the 2015-16 school year, it was determined that teachers would utilize a more individual approach to teaching writing in all subjects. In utilizing this approach, students considered 9th and 10th graders are working in different courses therefore, SIATech LR decided to utilize the ACTAspire English scores to determine growth of content and grammar, SIATech Little Rock is trending upward in performance, especially those students who attended multiple years at SIATech.

English ACT Aspire Scores:

<i>9th Graders</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>English</i>			
Ready	6.7	10	16.7
Exceeding	0	10	0
Overall Meeting Expectations	6.7	20	16.7

<i>10th Graders</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>English</i>			
Ready	6.3	14.3	50
Exceeding	0	0	0
Overall Meeting Expectations	6.3	14.3	50

4. SIATech students enrolled 5+ months will demonstrate positive trends in attendance rates each school year.

Goal 4:

SIATech students like their peers in the local traditional schools exhibit chronic absenteeism. SIATech also serves a highly mobile population that enroll, drop and re-enroll. With this in mind, the team analyzed data through multiple lenses to determine the root cause. There has been a increase in absenteeism from 2015-16 to 2017-18. When the SIATech team analyzed individual student records it was noted an increase in the number of the student being served arriving from court orders or recent incarceration.

When SIATech Little Rock’s team analyzed the attendance data it was discovered that many students who enroll and graduate from SIATech attend less than 5 months. These students often only need to complete 1-4 credits to graduate.

After a review of the data, it was determined the students who enter; have one quick success, attend more regularly and complete more credits. Staff will continue to focus on attendance strategies in order to improve the overall rate as well as those attending 5+ months. Some barriers for attendance that SIATech Little Rock Staff have identified are:

- Number of student incarcerations
- Violence in community
- Teenage parenting
- Work schedules
- Mental Health
- Lack of home (homeless), support/adequate parenting

Year	Overall Attendance Rate	Students enrolled 5+ months (includes students who may have been dropped and re-enrolled)	Students enrolled 5+ months (without any gap in enrollment)	Students who graduated
2015-2016	55.94%	51.92%	50.73%	45.27%
2016-2017	37.59%	37.02%	41.12%	49.22%
2017-2018	36.42%	36.90%	41.96%	48.00%

5. Minimally, 80% of SIATech students, minimally enrolled for the Gallup Polling period, will participate in the Gallup Poll. Staff will reflect on the student findings.

- Scores will be compared with overall nationwide results over the term of the charter. All students (100% as defined above), will be encourage to participate
- No level of comparison is listed as the open entry practice for students will not allow all students to respond based on a minimum level of time at SIATech
- SIATech staff will reflect on the results and implement a new practice(s) or behavior(s) to promote students' feelings of Hope, Engagement and Well Being
- Staff will use the data to inform daily instructional practices to further student engagement in learning and to promote each individual student's belief in themselves and their future

Goal 5:

The Gallup Poll was administered during a set window of time. This poll is used to assess the positive educational environment SIATech Little Rock provides students. Although the open entry practice for students influenced the number of participants for this survey, the SIATech team utilized this data to implement new strategies.

In analyzing a three-year trend in the Gallup Poll Data the following was determined:

- Student engagement increased from 26% in 2015 to 42% in 2017 compared to 47% nationwide.
- The percentage of students actively disengaged decreased from 40% in 2015 to 24% in 2017 which is consistent with the nationwide score of 24%.
- Students feeling hopeful increased from 48% in 2015 to 52% in 2017 compared to 46% nationwide.
- Students feeling discouraged decreased from 15% in 2015 to 14% in 2017 compared to 20% nationwide.
- Interest in starting a business increased from 66% in 2016 to 76% in 2018 performing above the nationwide average.
- Students knowledge of how to save/spend money increased from 72% in 2016 to 81% in 2018 performing above the nationwide average.

SIATech Little Rock implemented the following strategies between 2015-2018:

- Focused on a rigorous mentor program including an increased amount of guest speakers, student success celebrations and incentives increased student engagement
- Implemented of short and long term student goals decreased the percentage of those disengaged
- Established long terms goals to help students see their future beyond graduation increased their “Hope” and decreased their feeling of discouragement.
- Focused on each student’s “Entrepreneurial Project” increased interest in starting a business
- Implementation of a Financial Literacy Course, guest speakers from insurance and banking industry increased students knowledge of saving and spending money

6. Minimally, 60% of SIATech students, minimally enrolled for the Speak Up Polling period as selected by SIATech, will participate in the technology survey. Staff will reflect on the student findings. Scores will be compared with overall nationwide results. All students (100% as defined above, will be encouraged to participate) No level of comparison is listed as the open entry practice for students will not allow all students to respond based on a minimum level of time at SIATech. SIATech staff will use the data to promote the effective use of technology for staff and students.

Goal 6:

The SPEAK Up survey was conducted annually during a specific period of time for the 2015-16, 2016-17 and 2017-18 school years. In 2017-18 the delivery method changed resulting in a low participation rate, therefore creating unreliable data. Therefore, all analysis is based on the 2015-16 and 2016-17 data. Procedures have been put in place for the Fall 2018 administration of the survey to ensure a valid number of students participate.

SPEAK Up Survey:

Data Collected	Findings/New Strategies
<p>In 2015 54% in LR survey were seniors compared to 21% nationwide. In 2016 30% in LR survey were seniors compared to 20% nationwide. LR trends indicate fewer freshmen enter than the national average. 2015 4% of LR were freshmen compared to 29% nationwide. In 2016 9% were freshmen compared to 30% nationwide.</p>	<p>Students at LR enter with proficient technology skills which enables staff to focus more on content than tech training. Staff designed a consistent process by which students are given introductory instruction on the digital platform. Any technical obstacles are addressed one to one with students.</p>
<p>Increase number of students using Smartphone for homework went from 79% to 89% in LR compared to 86% to 90% nationwide. In 2016, 47% of LR students indicated preference of mobile app for learning compared to the national average 54%.</p>	<p>SIATech LR ensures all students have the Schoology App to access coursework from home.</p>
<p>The data showed an increase of 29%(2015) to 38% (2016) of students experience the obstacle of slow internet in LR compared to a decrease nationally from 61% to 60%.</p>	<p>SIATech LR worked with CMO to provide additional network cabling/high speed access.</p>
<p>49% of LR Students compared to 71% nationwide indicated interest in gaining real life experience like working a part-time job, internship or volunteering.</p>	<p>SIATech LR shares job, volunteer and internship opportunities with students.</p>

Part C: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Students will demonstrate progress in literacy.	State mandated exams, locally selected assessments and number of credits earned in English Courses	Progress will be determined in one or more of these ways: Increase number of students advancing one performance level or maintaining a satisfactory performance level on state assessment. or	Students will complete an Individual Learning Plan upon entering. SIATech’s Instructional team will monitor students continually throughout the year. Data will be collected, documented on	Benchmark: Set baseline data	Benchmark: Increase progress by 3%	Benchmark: Increase progress by 3%	Benchmark: Increase progress by 3%	Benchmark: Increase progress by 3%

		Number of students lack required increasing or maintaining a satisfactory performance level on locally selected assessments. or Number of students (who lack required English credits) earning one or more credits in English	Individual Educational Plans and reviewed annually. Attainment of goal will be assessed at the end of the charter renewal term.					
2. Students will demonstrate progress in math.	State mandated exams, locally selected assessments and number of credits earned in Math Courses.	Progress will be determined in one or more of these ways: Increase number of students advancing one performance level or maintaining a satisfactory performance level on state assessment. or	Students will complete an Individual Learning Plan upon entering. School Instructional Team will monitor students continually throughout the year. Data will be collected,	Benchmark, set baseline data.	Benchmark: Increase progress by 2% as compared to the baseline year.	Benchmark: Increase progress by 2% as compared to the baseline year.	Benchmark: Increase progress by 2% as compared to the baseline year.	Benchmark: Increase progress by 2% as compared to the baseline year.

		Number of students increasing or maintaining a satisfactory performance level on locally selected assessments. or Number of students (who lack required math credits) earning one or more credits in Math	documented on Individual Educational Plans and reviewed annually. Attainment of goal will be assessed at the end of the charter renewal term.					
3. Increase class participation and attendance	Attendance Records, teacher records, course records	Show improvement of attendance over a given period of time as well as increase overall attendance rates.	Staff will monitor student attendance weekly, monthly and quarterly. Overall attendance will be reviewed quarterly and annually.	Benchmark: Set baseline data	Benchmark: Increase participation by 1%	Benchmark: Increase participation by 1%	Benchmark: Increase participation by 1%	Benchmark: Increase participation by 1%
4. Increase number of students who leave on target or graduate with post graduation plan	Calendar of yearly events, sign in sheets, agendas/minutes	Show a continuous increase in number of students participating. Baseline data will be	Annually the data will be collected and analyzed to establish an increased goal each year. Attainment of goal will be	Benchmark: Set baseline data	Benchmark: Increase by 3%	Benchmark: Increase by 3% as compared to the baseline year.	Benchmark: Increase by 3% as compared to the baseline year.	Benchmark: Increase by 3% as compared to the baseline year.

		established during the 2018-19 school year.	assessed at the end of the charter renewal term.					
5. Increase student participation in services offered through community organization	Calendar of yearly events, sign in sheets, agendas/minutes	Show a continuous increase in number of students participating. Baseline data will be established during the 2018-19 school year.	Annually the data will be collected and analyzed to establish an increased goal each year. Attainment of goal will be assessed at the end of the charter renewal term.	Benchmark: Set baseline data	Benchmark: Increase by 2%	Benchmark: Increase by 2%	Benchmark: Increase by 2%	Benchmark: Increase by 2%

Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Topic	Waiver Type	Statute/Standard/Rule
Advanced Placement	Standard	9.03.4.12
Attendance	Statute	A.C.A §§ 6-18-213(f)
Attendance	ADE Rule	Mandatory Attendance Requirements for Students in Grades Nine through Twelve
Board of Directors	Statute	A.C.A §§ 6-13-608
Board of Directors	Statute	A.C.A §§ 6-13-611
Board of Directors	Statute	A.C.A §§ 6-13-615
Board of Directors	Statute	A.C.A §§ 6-13-616
Board of Directors	Statute	A.C.A §§ 6-13-619(c) and (d)
Board of Directors	Statute	A.C.A §§ 6-13-620
Board of Directors	Statute	A.C.A §§ 6-13-621
Board of Directors	Statute	A.C.A §§ 6-13-628
Board of Directors	Statute	A.C.A §§ 6-13-630
Board of Directors	Statute	A.C.A §§ 6-13-631
Board of Directors	Statute	A.C.A §§ 6-13-632
Board of Directors	Statute	A.C.A §§ 6-13-634
Board of Directors	Statute	A.C.A §§ 6-13-635
Business Manager	Statute	A.C.A §§ 6-15-2302
Credit Hours	Standard	14.03
Curriculum	Standard	9.03.1.2
Curriculum	Standard	9.03.4
Curriculum	Statute	A.C.A §§ 6-16-124
Duty-Free Lunch	Statute	A.C.A §§ 6-17-111
Employee Dismissal	Statute	A.C.A §§ 6-17-1501 et seq.
Employee Dismissal	Statute	A.C.A §§ 6-17-1701 et seq.
Flexible Schedule	Standard	10.01.3
Flexible Schedule	Statute	A.C.A §§ 6-10-106
Flexible Schedule	Statute	A.C.A §§ 6-16-102
Gifted and Talented	Standard	18
Gifted and Talented	Statute	A.C.A §§ 6-20-2208(c)(6)
Gifted and Talented	Statute	A.C.A §§ 6-42-101 et seq.
Guidance and Counseling	Standard	16.01.3
Health and Safety	Standard	16.03.3
Health and Safety	ADE Rule	Nutrition and Physical Activity Standards
Library Media	Standard	16.02
Library Media	Statute	A.C.A §§ 6-25-101 et seq.
Personnel	Standard	15

Personnel Policies	Statute	A.C.A §§ 6-17-203
Planning periods	Statute	A.C.A §§ 6-17-114
Principal	Statute	A.C.A §§ 6-17-302
Salaries/Compensation	Statute	A.C.A §§ 6-17-2403
Salaries/Compensation	Statute	A.C.A §§ 6-17-908
School Elections	Statute	A.C.A §§ 6-14-101 et seq.
Student Services	Statute	A.C.A §§ 6-18-1001 et seq.
Superintendent	Statute	A.C.A §§ 6-13-109
Teacher Licensure	Statute	A.C.A §§ 6-15-1004
Teacher Licensure	Statute	A.C.A §§ 6-17-301
Teacher Licensure	Statute	A.C.A §§ 6-17-309
Teacher Licensure	Statute	A.C.A §§ 6-17-401
Teacher Licensure	Statute	A.C.A §§ 6-17-418
Teacher Licensure	Statute	A.C.A §§ 6-17-902
Teacher Licensure	Statute	A.C.A §§ 6-17-919
Teacher Licensure	ADE Rule	Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days
Web Data Requirements	Statute	A.C.A §§ 6-11-129

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

The Charter has no new waiver request at this time.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, state this.

The Charter wishes to maintain all waivers at this time.

Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

If no charter amendments are requested, state this.

No Charter amendments are being requested at this time.

Section 5 –Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

SIA Tech Little Rock Charter High School (SIA Tech) is seeking the renewal of its open-enrollment charter from the State’s charter authorizer. SIA Tech is located within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to continue to obtain the majority of its students from within the boundaries of the Little Rock (LRSD), North Little Rock (NLRSD), Pulaski County Special (PCSSD) and Jacksonville-North Pulaski (JNPSD) School Districts. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the granting of the requested charter renewal to SIA Tech would have on the efforts of the LRSD, NLRSD, PCSSD and the JNPSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

SIA Tech, in this analysis, has carefully reviewed the potential impact that the renewal would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, SIA Tech has substantiated that the LRSD and NLRSD have been found by the Federal District Court to be unitary in all respects of their school operations. The PCSSD and JNPSD (having assumed the desegregation obligations of the PCSSD) are unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD and JNPSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of a renewal of SIA Tech’s charter to continue to operate an open-enrollment public charter school cannot be said to have a negative impact on the LRSD, NLRSD, PCSSD and the JNPSD’s ability to comply with the districts’ court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, the LRSD had a student population of 22,338 students; the NLRSD had a student population of 8,427 students; the PCSSD had a student population of 12,101 students, and the JNPSD had a student population of 4,306 students. SIA Tech’s student population was 188 students. Ark. Code Ann. §6-23-106 requires that SIA Tech be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project future racial composition; with that being said, SIA Tech’s 2017-2018 student population was comprised of approximately 88% African-American students, 6.4% Hispanic students and 4.8% Caucasian students. LRSD’s student population was comprised of approximately 62.9% African-American students, 17.8% Caucasian students and 15% Hispanic students. NLRSD’s student population was comprised of approximately 60.2% African-American students, 28.5% Caucasian students and 8.8% Hispanic students. PCSSD’s student population was comprised of approximately 43.1% Caucasian students, 42.2% African-American students and 8.7% Hispanic students. JNPSD’s student population was comprised of approximately 51.5% African-American students, 35% Caucasian students and 7% Hispanic students. Ark. Code Ann. §6-23-106 also requires that SIA Tech’s operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. SIA Tech’s careful review of the relevant statutes and court orders affecting the four (4) Pulaski County School Districts, and the student populations of such districts, shows that such negative effect is not present here.

In January 2014, Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court–Eastern District of Arkansas, Western Division) involving the then three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of LRSD’s appeal to the Eighth District Court of Appeals concerning charter school issues.

In conclusion, SIA Tech submits that upon the basis of its review, no existing federal District Court desegregation order affecting the LRSD, NLRSD, PCSSD and JNPSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from renewing a charter for an open-enrollment public charter school in Pulaski County.