



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 28, 2017



Charter School: Miner Academy

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

Contact Information

Sponsoring Entity:	Bauxite Public Schools
Name of Charter School:	Miner Academy
School LEA #	63-01-703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Joshua Harrison 800 School Street Bauxite. AR 72011 501-557-5000 501-557-5002 harrisonj@bauxiteminers.org
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Matt Donaghy 800 School Street Bauxite. AR 72011 501-557-5453 501-557-2235 donaghym@bauxiteminers.org

Number of Years Requested for Renewal (1-5) : 5 YEARS

Renewal Application Approval Date by the School/Entity Board(s) : September 27, 2017

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.

BOARD GOVERNANCE AND OPERATIONS

BOARD ORGANIZATION and VACANCIES

Election of Officers

The Board shall elect a president, vice president, secretary, and legislative liaison at the first regular meeting following the later of the certification of the results of the annual September school election or if there is a runoff election, at the first regular meeting following the certification of the results of a run-off election. Officers shall serve one-year terms and perform those duties as prescribed by policy of the Board. The Board shall also elect, through a resolution passed by a majority vote, one of its members to be the primary board disbursing officer and may designate one or more additional board members as alternate board disbursing officers. A copy of this resolution will be sent to the county treasurer and to the director of the Department of Finance and Administration.

When the position of an officer of the board becomes vacant, the officer’s position shall be filled for the remainder of the year in the same manner as for the annual election of officers after the annual school election.

Vacancies

A vacancy shall exist on the Board due to a board member’s:

- Resignation;
- Death;
- Felony conviction;
- No longer residing in the district;
- Whose full-length term as a holdover has expired, and who has not subsequently been elected to another term; or
- Other statutory reason resulting in a board member’s removal from the board.

The vacated position shall be filled in the manner prescribed by statute and this policy; the successor to the vacated position shall serve until the annual school election following the appointment.

A temporary vacancy exists when a Board member is called to active military service. When such a vacancy occurs, the temporary vacancy shall be filled in the manner prescribed by statute and this policy. The appointee shall serve until either the Board member who has been called to active military service returns and notifies the Board secretary of his/her desire to resume service on the Board or the Board member's term expires. Should the still active military Board member's term expire, that member may run for re-election. If re-elected, the re-elected Board member's temporary vacancy shall be filled again in the manner prescribed in this policy.

DUTIES OF THE PRESIDENT

The duties of the president of the Board of Education shall include, but shall not be limited to:

1. Presiding at all meetings of the Board;
2. Calling special meetings of the Board;
3. Working with the Superintendent to develop Board meeting agendas;
4. Signing all official documents that require the signature of the chief officer of the Board of Education.
5. Appointing all committees of the Board and serving as ex-officio member of such committees; and
6. Performing such other duties as may be prescribed by law or action of the Board.

The president shall have the same right as other members to offer resolutions, make or second motions, discuss questions, and to vote.

DUTIES OF THE VICE-PRESIDENT

The duties of the Vice President of the Board shall include:

1. Serving as presiding officer at all school board meetings from which the president is absent; and
2. Performing such other duties as may be prescribed by action of the Board.

DUTIES OF THE SECRETARY

The duties of the Secretary of the Board shall include:

1. Being responsible to see that a full and accurate record of the proceedings of the Board are kept;
2. Serving as presiding officer in the absence of the President and the Vice President;
3. Being responsible for official correspondence of the Board;
4. Signing all official documents that require the signature of the Secretary of the Board of Education;
5. Calling special meetings of the Board; and
6. Performing such other duties as may be prescribed by the Board.

BOARD MEMBER VOTING

All Board members, including the President, shall vote on each motion, following a second and discussion of that motion. In order for a Board member to abstain from voting, he must declare a conflict and remove himself from the meeting room during the vote. Failure of any Board member to vote, while physically present in the meeting room, shall be counted as a “no” vote, i.e., a vote against the motion.

POWERS AND DUTIES OF THE BOARD

The Board of Education, operating in accordance with State and Federal laws, assumes its responsibilities for the operation of Bauxite Public Schools. The board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision of the District;
2. Understanding and abiding by the proper role of the Board of Directors;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board’s policies;
4. Conducting formal and informal evaluations of the Superintendent as deemed necessary and appropriate;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;

6. Seeing that all subjects for study prescribed by the State Board or by law for all grades of schools are taught;
7. Preparing and publishing the district's budget for the ensuing year;
8. Being responsible for the maintenance of the District's buildings, grounds, and property;
9. Setting an annual salary schedule;
10. Being fiscally responsible to the district's patrons and maintaining the millage rate necessary to support the district's budget;
11. Involving the members of the community in the district's decisions to the fullest extent practicable; and
12. Striving to assure that all students are challenged and are given an equal educational opportunity.

GOVERNANCE BY POLICY

The district shall operate within the legal frameworks of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions. The legal frameworks governing the district shall be augmented by policies adopted by the board of directors which shall serve to further define the operations of the district.

When necessitated by unforeseen circumstances, the Superintendent shall have the power to decide and take appropriate action for an area not covered by the legal frameworks or a policy of the Board. The Superintendent shall inform the members of the Board of such action. The Board shall then consider whether it is necessary to formulate and adopt a policy to cover such circumstances.

The official copy of the policy manual for the District shall be kept in the Superintendent's office. Copies of the manual within the District shall be kept current, but if a discrepancy occurs between manuals, the Superintendent's version shall be regarded as authoritative.

Administrative regulations shall be formulated to implement the intentions of the policies of the Board. Regulations may be highly specific. The Board shall review administrative regulations prior to their implementation.

POLICY FORMULATION

The Board affirms through its policies and its policy adoption process, its belief that: (1) the schools belong to the people who create them by consent and support them by taxation; (2) the schools are only as strong as an informed citizenry and knowledgeable school staff allow them to be; (3) the support is based on knowledge of, understanding about, and participation in the efforts of its public schools. The following shall be the guidelines for policy adoption for the Bauxite School District.

General Policies

Policies which are not personnel policies may be recommended by the Board or any member of the Board; by the Superintendent, Assistant Superintendent, any other administrator or employee of the District; committee appointed by the Board; or by any member of the public. Policies adopted by the Board shall be within the legal framework of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions. When reviewing a proposed policy (non-personnel), the Board may elect to adopt, amend, refer back to the person proposing the policy for further consideration, take it under advisement, reject it, or refuse to consider such proposal.

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.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

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
Michael Vocque-President vocquem@bauxiteminers.org 501-690-5655	NONE	
Ryan Jacks-Vice President jacksr@bauxiteminers.org 501-944-6133	NONE	
T. David Hensley-Secretary hensleyd@bauxiteminers.org 501-317-0045	NONE	
Dr. Cara Ballard ballardc@bauxiteminers.org 501-326-1548	NONE	
Jeremy McDade mcdadej@bauxiteminers.org 501-317-5854	NONE	
Joshua Harrison harrisonj@bauxiteminers.org 501-351-6496	NONE	
Matt Donaghy donaghym@bauxiteminers.org 501-557-5453	NONE	

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 Miner Academy will be to prepare students that are academically proficient and are college and career ready. Miner Academy will serve every child, every day.

While our mission statement is being maintained, we feel as if we have grown since the birth of Miner Academy, and our mission statement should reflect that growth. We actively pursue high education goals for all our students and constantly readjust, reevaluate, and revise our expectations of student performance.

Adjustment:

The mission of Miner Academy, has been and always will be, to serve every child, every day. Our goal is to give our students the best individualized education possible. We seek to not only prepare those students who are college bound with an academically proficient education that will place them in a competitive position with other collegial students, but also to prepare those students who are career bound with the skills and tools necessary for them to succeed in their future endeavors. Miner Academy meets each student where they are and provides them with a path to succeed, regardless of their plans for the future.

Current Performance Goals

Charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide support on 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

ALL STUDENT IDENTIFIABLE INFORMATION.

Requested 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.

	<p>Miner Academy will measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy had as a goal that 80% of the students will reach the building AMOs, but because of the change in the assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal until the new baseline set by the Arkansas Department of Education.</p>
Assessment Instrument	<p>In the past, the charter application listed “the assessment instrument required by the Arkansas Department of Education, NWEA/MAP, and TLI Assessments.” Currently, the assessment instrument required by the Arkansas Department of Education is the ACT Aspire and the ACT, and Miner Academy uses ACT Aspire interims in place of TLI and NWEA interims assessments.</p>
Performance Level Demonstrates	<p>The three different statewide assessment instruments used over the past four years all have different performance level descriptors indicating whether or not a student is meeting benchmark goals. For Augmented Benchmark and EOC, it is Proficient. For PARCC, it was Met Expectations. For ACT Aspire, it is Ready. All 3 have a different label for what constitutes meeting benchmarks. For all three assessments, the goal has always been to have 80% of students meet or exceed level benchmarks.</p>
Attainment of Goal will be Assessed	<p>Annually, with Spring Summative Assessment Results</p>
2013-14	<p>70% Proficient or Advanced. (10 students tested).</p>
2014-15	<p>19% Met or Exceeded Expectations. (16 students tested).</p>
2015-16	<p>Grades tested: 6-10.</p>

	<p>0% Ready or Exceeding (19 Students tested). 6th grade: 1 tested and 1 needs support. 8th grade: 1 tested and 1 deemed ready. 9th grade: 8 tested. All were deemed close. 10th grade: 9 tested. All were deemed close.</p>
2016-17	<p>Grades tested: 6-10. 50% Ready or Exceeding (16 Students tested) 6th grade: 1 tested and 1 deemed close. 8th grade: 3 tested. 1 deemed exceeding or ready and 2 close or in need of support. 9th grade: 5 tested. 3 deemed exceeding or ready and 2 close or in need of support. 10th grade: 7 tested. 4 were deemed exceeding or ready and 3 close or in need of support.</p>
2017-18	<p>Current School Year: Data not yet available.</p>
No	<p>Because of the multiple changes in state assessment instruments, whether or not Miner Academy met the 80% AMO goal can be answered with a simple yes or no. Because of the change in statewide assessment instrument from the Augmented Benchmark and EOC exams to the PARCC exam to the ACT Aspire exam, AMOs for the state were in a resetting period and the benchmark has again been reset in the Spring of 2017, therefore districts and schools have not been classified as meeting AMO goals for the past two years. The local assessment instruments originally mentioned, NWEA/MAP and TLI assessments, are not local instruments anymore. The district now uses ACT Aspire for interims.</p>
	<p>Miner Academy will measure students' progress toward meeting their individual growth goals in Mathematics. In the past, Miner Academy had as a goal that 80% of the students will reach the building AMOs, but because of the change in the assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal until the new baseline set by the Arkansas Department of Education.</p>
Assessment Instrument	<p>In the past, the charter application listed “the assessment instrument required by the Arkansas Department of Education is the NWEA/MAP, and TLI Assessments.” Currently, the assessment instrument required by the Arkansas Department of Education is the ACT Aspire and the ACT, and Miner Academy uses ACT Aspire interims in place of TLI and NWEA/MAP interims assessments.</p>
Assessment Level that	<p>The three different statewide assessment instruments used over the past four years all have different performance level descriptors indicating whether or not a student is meeting benchmark goals. For Augmented Benchmark and EOC, the performance level descriptors are:</p>

	Proficient. For PARCC, it was Met Expectations. For ACT Aspire, it is Ready. All 3 have a different label for what constitutes meeting benchmarks. For all three assessments, the goal has always been to have 80% of students meet level benchmarks.
Attainment of will be Assessed	Annually, with Spring Summative Assessment Results
2013-14	Algebra--33% Proficient (9 students testing) Geometry--50% Proficient (4 students testing)
2014-15	Algebra I--0% Met or Exceeded Expectations, 2 were Approaching Expectations. (11 students tested) Algebra II--10% Met or Exceeded Expectations, 10% were Approaching Expectations. (10 students tested)
2015-16	Grades tested: 6-10. 0% Ready or Exceeding. (19 students tested) 6th grade: 1 tested and 1 needs support. 8th grade: 1 tested and 1 are close. 9th grade: 8 tested and all in need of support. 10th grade: 9 tested and all in need of support.
2016-17	Grades tested: 6-10. 13% Ready or Exceeding. (16 Students tested) 6th grade: 1 tested and 1 close or needs support. 8th grade: 3 tested. 3 need support. 9th grade: 5 tested. 1 deemed exceeding or ready, 4 close or need support. 10th grade: 7 tested. 1 ready or exceeding, 6 were deemed close or in need of support.
2017-18	Current School Year: Data not yet available.
No	Because of the multiple changes in state assessment instruments, whether or not Miner Academy met the 80% AMO goal can be answered with a simple yes or no. Because of the change in statewide assessment instrument from the Augmented EOC and EOC exams to the PARCC exam to the ACT Aspire exam, AMOs for the state were in a resetting period and the benchmarks have again been reset in the Spring of 2017, therefore districts and schools have not been classified as meeting AMO goals the last two years. The local assessment instruments originally mentioned, NWEA/MAP and TLI assessments, are not local instruments the district uses anymore. The district now uses ACT Aspire for interims.

	Miner Academy will use a survey to assess incoming students' affective characteristics in order to measure growth length of their participation. Areas to be assessed will include: attitude towards school; attitude toward learning; attitude toward the use of technology; interest in participating in postsecondary education; and attitude toward graduation.
Assessment Instrument Measuring Performance	Youth Risk Behavior Survey
Performance Level that Demonstrates Achievement	The individualized student action plan created for each Miner Academy Student based upon the incoming student survey demonstrate success in reaching Goal 3.
Attainment of Goal will be Assessed	Periodically throughout the year as the student action plan is revised to reflect student needs.
2013-14	36 Miner Academy students took the Youth Risk Behavior Survey.
2014-15	36 Miner Academy students took the Youth Risk Behavior Survey.
2015-16	40 Miner Academy students took the Youth Risk Behavior Survey.
2016-17	58 Student Responses: 9 Freshmen 7 Sophomores 8 Juniors 34 Seniors
2017-18	33 Student Responses: 1 6th grade 1 7th grade 1 8th grade 1 Freshman 4 Sophomores 4 Juniors 17 Seniors
Assessment Results:	Yes, Miner Academy created student action plans for each student based on the administration of the survey, and a

No	part of student success has been because of the individualized learning and goals shaped by the student action plan
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Miner Academy will measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy had anticipated that 80% of the students will reach the building AMOs, but because of the change in assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal with the new baseline set by the Arkansas Department of Education.

Response should be written below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response cannot exceed one page, excluding the supporting documentation.

Whether or not Miner Academy met or did not meet the first two goals of 80% of students meeting AMOs is problematic for a couple of reasons. The primary reason has been the unforeseen shift in curriculum and state assessments since Miner Academy began four years ago. When the charter application was approved, Arkansas was using Arkansas standards and assessing those standards with the Augmented Benchmark Exam and EOC exams for high school. Then the state adopted the Common Core curriculum and the PARCC assessments for one year. For the last two years we have had the Arkansas Assessment again and the ACT Aspire assessment and the ACT for juniors. The change in standards and assessment has caused annual measurable objectives to be reset and the baselines adjusted. The other reason it is difficult to determine whether or not Miner Academy met the AMOs is the reporting we have. Most of the students at MA are juniors and seniors (currently 37 out of the 51 Miner Academy students are juniors or seniors); therefore, benchmark, Aspire, PARCC, and Benchmark exams are given through grades 10, the scores being reported are based on a very small number of students, usually less than ten. Out of those ten, most are usually our Alternative Education students who do not typically score well on standardized assessments. Alternative Education students are enrolled in Miner Academy for several reasons: 1.) They might not necessarily be as productive as possible in a traditional high school setting, yet they find Miner Academy's individualized education program to be more conducive; 2.) They may have had social, emotional, or behavioral issues that needed to be readdressed. 3.) Students may need to complete credit recovery for a course they previously failed. Many students complete the course assigned to them and are able to complete it more effectively. They are also able to continue working on other courses and many of them graduate early. Our scores do not necessarily take into account those students who complete courses early and are on track for early graduation. 4.) Many of the students at Miner Academy are labeled "at risk" students who are in danger of dropping out, not completing courses, or who do not excel in the traditional high school setting. Miner Academy provides an outlet for these students to succeed academically. Many of these students need the Miner Academy environment to successfully succeed at high school. Once their individual needs are addressed via the student action plan, students are able to flourish in the Miner Academy environment and work at a pace that suits them (with support) and this flexible and individualized learning environment is extremely beneficial for the majority of our students.

Miner Academy will measure students' progress toward meeting their individual growth goals in Mathematics. In addition, Miner Academy had anticipated that 80% of the students will reach the building AMOs, but because of the change in assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal with the new baseline set by the Arkansas Department of Education.

Response should be written below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response cannot exceed one page, excluding the supporting documentation.

discrepancy with our Math scores is going to be due to the same situations as listed above with our Literacy scores. We should begin to show more consistent scores in both Math and Literacy since our state mandated testing process has been consecutive for several years now. Also, many of the students who tested when they were in middle school are choosing to be full-time Miner Academy students, which will make it easier to track their progress. In addition, there has been an increase in underclassmen taking core classes at Miner Academy. We will be able to track their progress over several years data to the current data so that we may modify and adjust to meet individual student needs. One of the reasons that there is an influx of students and underclassmen at Miner Academy is the individualized education plan set in place for each student. Our school allows students to get the support that they need to succeed in their future endeavors.

We are also making adjustments to the goals of Miner Academy. Since several of the assessment instruments in our original goals are no longer in use, we are changing our goals to meet the current needs of Miner Academy students. Miner Academy is also implementing additional tools to assist with tracking student progress throughout the year, such as APEX progress checks, Direct Instruction techniques, spot-check surveys, individual conferences, and surveys to assess student motivation and goals, and monthly team meetings to identify and address any at risk students.

Miner Academy will use a survey to assess incoming students' affective characteristics in order to measure growth over the length of their participation. The areas to be assessed will include: attitude towards school; attitude toward learning; attitude toward the use of technology; interest in participating in extracurricular activities; interest in post-secondary education; and attitude toward graduation.

Write your response below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Due to changes in administration and clerical staff at Miner Academy we are not at this time able to access student surveys for the first three years of our charter. We have however modified our method of distribution and retrieval from paper documents to online forms which allows for quicker, more efficient data collection and reflections as well as permanent access to the documents. We also have adjusted our questions to focus on student goals both short and long term, and ways to reach those goals, and where they can find assistance in their pursuit of their goals.

New Performance Goals

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

Identify performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as well as the 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.

Write your response below in 11 point Times New Roman font. This response can be no longer than 2 pages.

	Miner Academy will use the ACT Aspire assessment to measure student progress towards meeting individual growth goals in Literacy, Math, and Science.
Instrument For Performance	ACT Aspire and the ACT for juniors
Performance Level that Indicates Achievement	Currently, it is Ready on ACT Aspire and a score of 19 or higher on the ACT subtests.
Measurement of Goal will	Annually during Spring Summative assessments.
Monitoring review	80% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 80% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 80% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Monitoring review	82% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 82% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 82% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Monitoring review	84% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 84% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 84% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Monitoring review	85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Monitoring review	85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.

	Miner Academy will monitor and increase graduation rates of outgoing seniors.
Instrument For Performance	Graduation Rates, as reported in ESEA reporting.
Measurement Level that Indicates Achievement	Graduation of Seniors
Measurement of Goal will	Spring: Annually
Monitoring review	96% of Miner Academy seniors will graduate.
Monitoring review	96.5% of Miner Academy seniors will graduate.
Monitoring review	97% of Miner Academy seniors will graduate.
Monitoring review	97.5% of Miner Academy seniors will graduate.
Monitoring review	98% of Miner Academy seniors will graduate.

	Miner Academy students will complete a Needs Assessment survey at the beginning of each year which will monitor students' perceptions about education, their level of ownership of their learning, and belief in their potential for future success. The survey will be administered at the end of the school year to determine if students experienced growth in their attitude about education, ownership of their own learning, and belief in their potential for future success.
Instrument For Performance	Student Needs Assessment
Measurement Level that Indicates Achievement	Percentage of Students Who Show an Increase from the Needs Assessment to EOY Assessment in the categories of attitudes about education, ownership of student learning, and potential for future success.
Measurement of Goal will	End of Year Annually
Monitoring review	75% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.

wing review	77% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.
wing review	79% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.
wing review	81% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.
wing review	83% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.

Section 3 – Waivers

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

BAUXITE MINER ACADEMY APPROVED WAIVERS

District LEA:	63-01-000	Elementary School LEA:	n/a
City:	Bauxite	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	63-01-703
Grades Approved:	6-12	Expiration Date:	06/30/2018
CAP:	200	Grades Served 2017-2018:	6-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions— Waivers
6-17-401	Teacher licensure requirement
6-17-802	Yearly contracts-Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-25-101	Legislative intent (pertaining to library media programs)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers from ADE Rules Governing Standards for Accreditation

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.02	Media Services

Waivers Requested from the Following Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

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.

Respond below in 11 point Times New Roman font.

No new waivers are requested 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.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

Miner Academy wishes to maintain all currently approved waivers.

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.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

Miner Academy is not requesting any new charter amendments.

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.**

Respond below in 11 point Times New Roman font

Bauxite Miner Academy
Desegregation Analysis

Pursuant to Ark. Code Ann. §6-23-106, the Bauxite School District has carefully reviewed the impact that the renewal of its conversion charter for Miner Academy would have upon the efforts of the Bauxite School District and any other

school district to create and maintain a unitary system of desegregated public schools. The renewal of the conversion charter for Miner Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Bauxite School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the continued operation of Miner Academy as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.