



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

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



Charter School: Northwest Arkansas Classical Academy

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

Contact Information

Sponsoring Entity:	Responsive Education Solutions of Arkansas
Name of Charter School:	Northwest Arkansas Classical Academy
School LEA #	0442700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Ms. Susan Provenza, Headmaster 1302 Melissa Drive #100 Bentonville, AR 72712 (479) 715-6676 sprovenza@responsiveed.com
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Mr. Richard Cromwell 10 Balsham Lane Bella Vista, Arkansas 72714 (479) 530-5621 richcromwell@gmail.com

Number of Years Requested for Renewal (1-20) **10**

Renewal Application Approval Date by the School/Entity Board(s) 09/12/2017

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.

Documentation of Proper Legal Structure of Governing Board and Sponsoring Entity

The governing structure of Northwest Arkansas Classical Academy is illustrated as follows: (1) ResponsiveEd Board of Directors (“ResponsiveEd Board”), Arkansas Board of Directors (Arkansas Board), (3) Superintendent, (4) Directors (Operations, Academic), (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of Northwest Arkansas Classical Academy and shall, except as specifically described herein, retain final decision-making authority for Northwest Arkansas Classical Academy in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Arkansas Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Arkansas Board of Directors ("Arkansas Board")

The Arkansas Board shall have final decision-making authority for Northwest Arkansas Classical Academy in those areas delegated to it by the ResponsiveEd Board. Areas may include: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) community complaints/concerns. The Arkansas Board shall be composed of not less than five (5) members selected by majority vote of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Planned Relationship between the ResponsiveEd Board and the Arkansas Board of Directors

As noted above the ResponsiveEd board shall have finale decision-making authority for Northwest Arkansas Classical Academy. The ResponsiveEd Board and the Arkansas Board will be comprised of different members. The ResponsiveEd board will have the authority to appoint and remove members of the Arkansas board. The ResponsiveEd board may delegate finale decision making authority as it deems necessary to the Arkansas Board. The Arkansas board is comprised of five members representing each of the four charter schools and one at-large member.

Governing Board's Roles and Responsibilities

ResponsiveEd Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Arkansas board will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. Northwest Arkansas Classical Academy will be under the overall management and control of the ResponsiveEd Board, which will work closely with the Arkansas Board, school superintendent and principal in promoting school goal achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The ResponsiveEd Board will focus on policy issues and will entrust the day-to-day management of the school to the superintendent and

principal, the principal will be accountable to the superintendent and Board for the overall performance of the school. The Board will be accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the ResponsiveEd Board include the following:

1. the Board as a corporate body has the power and duty to govern and oversee the management of NWACA;
2. the Board shall determine the organization and support the mission of NWACA;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for NWACA's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate NWACA, while maintaining fiscal responsibility;
6. the Board shall establish NWACA's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that NWACA's fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. the Board shall ensure that ResponsiveEd of Arkansas remains in good standing as an organization exempt from taxation under Section 501 (c)(3), Internal Revenue Code;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for NWACA and shall regularly review financial statements;
12. the Board shall ensure that NWACA maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

Policies and Procedures for Board Operation

The Board will function according to existing ResponsiveEd by-laws.

Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School.

The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each NWACA student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of NWACA, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

Delineation of Roles and Responsibilities in Relation to Governance and School Management

BOARD MEMBERS

Board members will exercise their authority as a board member and have one vote equally as will the President of the Board. Members will exercise their authority, except when specifically authorized by a vote of the Board, through meaningful discussion and voting during board meetings. Board members will have no individual authority outside the meetings to make authorizations or commitments in behalf of NWACA. Board members will speak as a body in all decision making. The ResponsiveEd Board will have final decision-making authority to hire and fire the superintendent. The Superintendent will have final decision-making authority to hire and fire the Regional Director and Campus Director. The Board will be responsible for appointing and/or firing of the Superintendent. The Board also sets policy and assigns all delegable duties in school administration to the Superintendent.

SUPERINTENDENT

The Superintendent, who is hired at will at the sole discretion of the ResponsiveEd Board, will oversee the primary financial and administrative management responsibility for NWACA, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; child nutrition management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The Superintendent will be assisted in these tasks by back office support services through a contract with Responsive Education Solutions ("ResponsiveEd"), a Texas nonprofit 501(c) (3) corporation. ResponsiveEd will provide support services that will include but not be limited to: financial accounting via APSCN; information technology services; risk management; transportation; child nutrition services; marketing; governmental reporting requirements; state testing oversight; data evaluation; and annual progress evaluation. Filing of an annual progress report to the Arkansas Department of Education that will include:

- A. Northwest Arkansas Classical Academy progress towards achieving the academic goals outlined in its charter;
- B. The information presented in the annual school report; and
- C. A financial audit of Northwest Arkansas Classical Academy and ResponsiveEd of Arkansas, including all revenues and expenditures.

REGIONAL DIRECTOR/DIRECTOR OF ACADEMICS

The Regional Director and Director of Academics are hired at will at the sole discretion of the Superintendent, and will have primary responsibility for the implementation of the academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Directors will promote a shared vision of what the school should be to all stakeholders. In addition, the Directors will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, and ethical developmental needs. The Directors will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on-site meetings with staff.

PRINCIPAL

The Principal, who is hired at will at the discretion of the Superintendent or Regional Director, will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and students. The Teachers and Staff of NWACA will report to the Principal. Similarly, the Principal will have the responsibility to hire and/or fire campus staff, including teachers, campus secretary, and instructional aides. Employees, professionals, or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Board, Superintendent, Regional Director and/or the Principal depending on the specific nature of the services to be provided.

TEACHERS

Teachers, who are hired at will at the sole discretion of the Campus Director, are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment basis. The Teacher monitors progress, assists the student in overcoming learning difficulties, provides motivation and in general, creates an environment of loving care. Each Teacher will have highly trained paraprofessionals working under their direction.

COMMUNITY ADVISORY COMMITTEE

NWACA believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Superintendent, Regional Director and Principal, with support from the Board, will develop a Community Advisory Council ("CAC") for the following purposes:

- A. providing ongoing input and participation in the operation of NWACA;
- B. reviewing Northwest Arkansas Classical Academy policies to ensure consistency with the school's mission;
- C. making recommendations on policy issues to the Board;
- D. assisting in developing long-range strategic plans for Northwest Arkansas Classical Academy; and
- E. reviewing and make recommendations for performance standards to measure NWACA's success.

The CAC serves as a site-based participant in assisting the Principal to conduct an effective and appropriate learning program for each student in NWACA. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of NWACA, but serve as invaluable problem-solving advisors in assisting the Principal and the Board in conducting a high-quality and appropriate learning program for the students. The CAC will seek to have two student volunteers, two volunteer parents/guardians of NWACA students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Board. Every effort will be made to make parents/guardians partners in their children's education. Such efforts will include:

- A. encouraging parents/guardians to serve as school volunteers;
- B. promoting and strengthening parental responsibility and involvement;
- C. encouraging parents/guardians to serve on school-based committees such as the CAC; and

D. recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

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.

No Board Members or Administrators have any financial interests associated with this charter. No Board Members or Administrators have any family or extended family members employed by this charter.

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).

ResponsiveEd Board

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Ben Klingenstein President Bwk786786@yahoo.com	None	None
Marvin Reynolds Vice-President educate@nationalhomes.com	None	None
Kent Sparks Secretary kents@crosstimberschurch.org	None	None
Dan Maddalena Board Member dbmadd@yahoo.com	None	None
Lance Losey Board Member Lance.losey@hotmail.com	None	None
Charles Cook CEO ccook@responsiveed.com	None	None

Arkansas Board of Directors

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Richard Cromwell President richcromewell@gmail.com	None	None
Jennifer Stephens Vice-President jstephensquest@gmail.com	None	None
Earlean Collins Secretary earlc18@aol.com	None	None
Dr. Samuel Meredith Board Member Samuelmeredith73@yahoo.com	None	None
Dr. Charity Smith Board Member Charitysmith.99@comcast.net	None	None
Steven Gast Superintendent sgast@responsiveed.com	None	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.

We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts. Northwest Arkansas Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning. The school will work with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.

Current Mission:

The mission of Northwest Arkansas Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom and virtue.

Living the Mission:

NWACA is a part of the Barney Charter School Initiative through Hillsdale College. Hillsdale instructional specialist work with staff to ensure Arkansas State Content Standards are met in the curriculum scope and sequence. Core Knowledge provides the foundation of the instructional plan.

The instructional staff models lifelong learning as they continually interact with Hillsdale model specialists to ensure the students of Northwest Arkansas Classical Academy receive a true "classical" education.

This educational program places an emphasis on fundamentals of all required subjects at the K-4 levels. This is known as the "Grammar stage" of classical education. Students learn Latin which requires students to spend a large amount of time learning its vocabulary and grammatical structure. During the 5-8 grade years, also known as the "Logic stage", students begin to apply what they learned (mastered) during the Grammar stage. During the Logic stage students continue to work on an academically rigorous, content rich curriculum. Students at this phase have an increased ability for logic in their thinking, speaking and writing. The last stage is known as the "Rhetoric" phase (9-12 grades). During this period students move from grasping the logical sequence of arguments to learning how to present this information in a persuasive form. Students at this stage are able to cultivate the skill of shaping the information he has learned into a well-reasoned presentation. Students have the opportunity to concentrate on particular areas of interest, and is equipped to move onto more specialized studies and post-secondary education.

The classical model moves early learners to increased levels of content learning while installing qualities of scholarly perception and response to that content. This methodology is teacher directed within a contained classroom. Educators are focused on teaching students to think for themselves, analyze and integrate learning as relevant to everyday life.

Curriculum Distinctives:

- Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
- Curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core areas and in the Fine Arts.
- Emphasis is placed on minds-on learning and on fostering a spirit of inquiry in students.
- Literacy is taught through explicit phonics and traditional grammar and composition. Logic and rhetoric are emphasized in the upper school grades.
- Greek and Latin root words are taught beginning in third grade through sixth grade, and formal Latin begins in 7th grade. Students are required to take at least two years of Latin.

- Mathematical and scientific knowledge are pursued for their own sakes, not merely for their practical applications.
- Literature and history instruction are rooted in primary sources and in great books.
- Instruction in the fine arts includes theory, history, and performance.
- Students are trained in study skills, planning and organization, close reading of text, and note taking.
- Importance is placed on bodily fitness and physical education in concert with fit minds.
- Moral Philosophy is taught as a senior level course.
 - Moral philosophy, or ethics, is the formal study of right action. From infancy you have been told “this is right” and “that is wrong.” What is the basis of such judgments? Do our duties to ourselves and to others derive from divine commands, social contracts, or principles of human nature? Do standards of right and wrong fluctuate wildly according to time and place, or are there certain transcendent norms to which human beings must adhere? Are we currently living in a state of moral crisis? How are we supposed to know our obligations and act on them? Does performing our duties lead to happiness?
 - To answer these questions and others, we shall study the moral tradition of the West. This is an exceedingly rich tradition, and we could study many authors and themes. Our purpose will be to try to understand what the ancients meant by “the great-souled man.” The great-souled man (or woman) is one who sees his life more in terms of duties than of rights. These various duties are prompted by the great-souled man’s abiding need to do the good. How to know and to do the good, therefore, is the central aim of this course.
- Western Civilization 1 and 2 - As part of the core curriculum for NWACA, we include two years of Western Civilization courses at the high school level in addition to state required social studies courses. Students in high school will take the required World History course, which provides a brief history of the world from 1450-present. The additional Western Civilization courses will provide students at classical charter schools the opportunity for deep historical studies with time for rich exploration into original historical texts, e.g. Herodotus, Thucydides, Plato, Plutarch, Einhard, Machiavelli, Erasmus, and Locke, and into the works of modern historians and classicist such as Peter Green, Victor Davis Hanson, Elizabeth Vandiver, Barry Strauss, Jackson Spielvogel, Colin Wells, Morris Bishop, Warren Treadgold, Bernard Lewis, Thomas Madden, and Paul Johnson. Students in Western Civilization Courses will have time to dig deep in rigorous historiography, extended informational writing, and dialectical activity.
 - In Western Civilization 1, students will participate in an in-depth exploration of the histories of Ancient Greece and Rome as the foundations of Western civilization, and as guides of the Founders of the American nation. This in-depth course of study will include analysis of primary and secondary source historical documents including letters, legal texts, literature, art and music, philosophical works, eyewitness accounts and biographies. Students first gain an overview of early civilizations in Mesopotamia, the Fertile Crescent, and Egypt, before entering into the world of the Greeks, and what historian Peter Green referred to as “The Greek Miracle.” An examination of the rise of city-states, the great conflict between Athens and Sparta, and the rich cultural legacy of the Ancient Greeks in art and architecture, government, literature, philosophy, and science will follow. In the second half of the course, students will learn how Rome, a seemingly insignificant city on the Tiber River, blossomed into the greatest empire of the ancient world and one of the greatest empires in the history of the world, and bequeathed a rich culture and tradition on the West that still guides and influences modern societies today.
 - In Western Civilization 2, students will explore the development of Western Civilization from the fall of the Western Roman Empire to the French Revolution, preparing students for a robust study of American History in grade eleven. Students will begin with an overview of Roman civilization and its legacy upon the West, and the flowering of Byzantium and its influence on Western Europe and relationship with Islamic civilization. Next, students will learn about the Middle Ages, the Renaissance, the Reformation, and the Enlightenment, taking students to the edge of the American

Revolution. Students engage in rigorous analysis of primary and secondary source historical documents and analytical historical writing.

Delivery of Instruction:

The method of delivery is planned and constructed in an aligned sequence by the instructor who leads students to develop skills that deepen the learning, increases capacity to learn more and expands the potential for sustainable success in later years. Literature and language, core knowledge and proven mathematical instruction form the basis for relevant and reliable success and achievement.

Data:

The faculty staff of Northwest Arkansas Classical Academy work as a Professional Learning Community to collaborate, analyze data and adjust instruction to ensure all students are learning at high levels successfully. Staff utilize state assessments, NWEA MAP and classroom formative/summative assessments to drive their instructional plans. Grade levels work to create common assessments to ensure all students are being held to the same level of expectations.

In an effort to live the mission of the school, Northwest Arkansas Classical Academy utilizes strategies focused on knowing a student, consistently measuring student progress, and creating environments for learning based on that knowledge. Students receive differentiated instruction through technology and self-directed learning experiences to ensure all students are successful.

As a Professional Learning Community, the staff at Northwest Arkansas Classical Academy is focused on these four questions:

1. What do we want students to learn? (Student expectations)
 2. How will we know if the students learn? (Student Assessments)
 3. What will we do for those who didn't learn? (Re-teaching)
 4. What will we do for those students who already knew it? (Extension of learning)
- The Northwest Arkansas Classical Academy focuses not only on the learner who did not learn, but also a focus is placed on the learner that already knew the information. Utilizing these four guided questions, the faculty consistently work as collaborative teams to determine the next step in each student's learning path. While our curriculum can be challenging for many students, we believe there is value in hard-work and understanding that learning does not always come easy. By training teachers to push students to understand the "why" of things, they begin to truly own their learning. In order to make the most successful students, we believe that a team of committed parents, diligent students, and quality teachers with the common goal to provide a rigorous education is necessary to develop informed citizens with a rich cultural literacy who truly have learned how to learn.

In 2013, NWA Classical Academy became the first classical charter school in Northwest Arkansas created as a result of collaboration between ResponsiveEd and the Hillsdale College Barney Charter School Initiative. Currently serving more than 550 students in kindergarten through twelfth grade, NWA Classical Academy provides the most time-tested methods of educating students, and at the same time, delivers the most cutting-edge education in America. Our school motto is, "Respice, adspice, prospice"; by studying the past and analyzing the present, students will be ready to contribute to the future.

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
<u>1.</u> NWACA will achieve measurable growth and increase academic achievement in mathematics.	State Mandated Assessments	-proficiency at the state average AMO -a narrowing of the performance gaps on over 80% of state assessments over a three-year period	Annually	Arkansas Benchmark Exams/EOC Report Card Rating A Status: Achieving	PARCC Exam Report Card Rating B Status: Achieving	ACTAspire Status: Achieving	ACTAspire Status: TBD	ACTAspire To Be Determined in the Spring 2018	<u>YES</u>
<u>2.</u> NWACA will achieve measurable growth and increase academic	State Mandated Assessments	-proficiency at the state average AMO -a narrowing of the performance gaps on over	Annually	Arkansas Benchmark Exams/EOC Report Card Rating A	PARCC Exam Report Card Rating B Status: Achieving	ACTAspire Status: Achieving	ACTAspire Status: TBD	ACTAspire To Be Determined in the Spring 2018	<u>YES</u>

achievement in literacy.		80% of state assessments over a three-year period		Status: Achieving					
3. Upon completion of middle school grades at Northwest Arkansas Classical Academy, a student will have a solid foundation of preparation for high school.	EXPLORE	The students, having attained proficiency on state testing, will also show evidence of successful preparation for High School courses that will lead to college readiness.	Annually	Twenty-five 8 th graders took the Explore exam and data was utilized to build personalized academic plans.	Twenty-four 8 th graders took the Explore exam and data was utilized to build personalized academic plans.	The state of Arkansas discontinued the use of the EXPLORE exam. NWACA replaced EXPLORE data with information gained from the ACTAspire Assessment.	NWACA replaced EXPLORE data with information gained from the ACTAspire Assessment.	NWACA replaced EXPLORE data with information gained from the ACTAspire Assessment.	<u>YES</u>
4. 100% of students enrolled for two or more years will be counseled and prepared for dual credit opportunities or Advanced Placement (AP) courses by enrolling in mathematics, other high-level subjects, and pre-Advanced Placement courses that lead to participation in college preparation in later years. As	Student records	100% of students enrolled for two or more years will be counseled and prepared for dual credit opportunities or Advanced Placement (AP) courses by enrolling in mathematics, other high-level subjects, and pre-Advanced Placement	Annually	N/A	Students were counseled by teachers and prepared for dual credit opportunities or Advanced Placement (AP) courses by enrolling in mathematics, other high-level subjects, and pre-Advanced Placement courses that	Students were counseled and prepared for dual credit opportunities or Advanced Placement (AP) courses by enrolling in mathematics, other high-level subjects, and pre-Advanced Placement courses that lead to	NWACA hired a part time college and career coach to lead the counseling of AP courses and post high school opportunities for students. Offered 1 AP Course- 13 students	NWACA increased college and career coach to full time to lead the counseling of AP courses and post high school opportunities for students. Ten seniors will be the first graduated	<u>YES</u>

grade levels are added, students will be required, during their senior year to enroll in a minimum of one dual credit course or take AP courses.		courses that lead to participation in college preparation in later years. Seniors will enroll in a minimum of one dual credit course or take AP courses.			lead to participation in college preparation in later years.	participation in college preparation in later years.	enrolled, 2 students scored a “3” or better.	class in Spring 2018. Of those 10: 10 are enrolled in AP Literature and AP World History; 1 are enrolled in AP Latin, 3 are enrolled in AP Calculus AB, 5 are enrolled in AP Biology.	
5. 100% of students will be learn about the path to college and learn about different types of careers. In the first years, college readiness and career opportunity will be major themes for students. Each	-tracking and monitoring students in the internship program -observations, interviews and/or survey instruments to business and career mentors will be used to indicate	100% of the first senior class and each subsequent senior class will be assigned an internship during their senior year.	Annually, starting in 2017-2018	Inaugural year offered K-8 grades. Career Orientation was provided to 100% of 8 th graders. Students participate in job shadowing 2	Career Orientation was provided to 100% of 8 th graders. Students participate in job shadowing 2 days during the 8 th grade year.	Career Orientation was provided to 100% of 8 th graders. Students participate in job shadowing 2 days during the 8 th grade year.	Career Orientation was provided to 100% of 8 th graders. Students participate in job shadowing 2 days during the 8 th grade year.	Career Orientation was provided to 100% of 8 th graders. Students participate in job shadowing 2 days during the 8 th grade year.	<u>YES</u>

<p>succeeding year will increase this emphasis. As Northwest Arkansas, Classical Academy adds grade levels each year, 100% of the first senior class and each subsequent senior class will be assigned an internship during their senior year. This internship connects the student with local business or career-oriented entities that can involve the student with authentic real-world learning.</p>	<p>effectiveness of internships</p>			<p>days during the 8th grade year.</p>		<p>Began scheduling college admission counselors to visit with high school students.</p>	<p>Began scheduling college admission counselors to visit with high school students. Sophomores and Juniors took a Career Readiness Class provided on site. Juniors were provided two college preview days.</p>	<p>Began scheduling college admission counselors to visit with high school students. Sophomores and Juniors took a Career Readiness Class provided on site. Juniors and Seniors are provided two college preview days. First senior class will participate in internships spring 2018</p>	
<p>6. All students enrolled for one or more years will show effective growth and progress in</p>	<p>A series of pre-test and post-test instruments, based on and</p>	<p>effective growth as evidence of increasing growth of skills as documented by the</p>	<p>Annually</p>	<p>Fall to Spring NWEA MAP cohort data were used to assess within-year growth</p>	<p>Fall to Spring NWEA MAP cohort data were used to assess within-year growth</p>	<p>Fall to Spring NWEA MAP cohort data were used to assess within-year growth</p>	<p>Fall to Spring NWEA MAP cohort data were used to assess</p>	<p>Fall to Spring NWEA MAP cohort data were used to</p>	<p><u>YES</u></p>

<p>their skills proficiency or learning during each school year. The school will utilize an organized benchmarking system which will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning.</p>	<p>aligned with state tests</p>	<p>completion of skill proficiencies by meeting the benchmarking standards established for each skill proficiency area</p>		<p>in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic year. See data below</p>	<p>in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic year. See data below</p>	<p>in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic year. See data below</p>	<p>within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic year. See data below</p>	<p>assess within-year growth in Math, Reading, and Language Usage for each of four academic years. Sample includes only students who sat for both the fall and spring MAP assessment within each respective academic year. See data below</p>	
<p>7. Responsive Education Solutions has achieved "system accreditation" status through AdvancED (formerly known as the Southern Association of Colleges & Schools) and, therefore, all</p>	<p>number of intentional interactions and involvement with AdvancED in Arkansas</p>	<p>AdvancED accreditation</p>	<p>Annually</p>	<p>Initial Meeting with Advanced ED Personnel to discuss process and plan to gain accreditation.</p>	<p>Engaged in self-assessment and consulted Advanced Ed to initiate the external review visit.</p>	<p>External review with accreditation team and Advanced Ed board of directors granted a 5-year accreditation.</p>	<p>Began Priority Improvement Plan</p>	<p>Will submit plan for approval</p>	<p><u>YES</u></p>

campuses established have accreditation status beyond traditional school systems. The goal at Northwest Arkansas Classical Academy will be to establish a highly effective and noteworthy relationship with AdvancED in Arkansas.									

1. Northwest Arkansas Classical Academy will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal. Annually, Northwest Arkansas Classical Academy will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO. In Mathematics, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three-year time period.

In the last four years, the state of Arkansas has administered three different types of assessments. This consistent change in assessment has made it difficult to calculate growth for specific subpopulations over a three-year time period. The student achievement on the ACTAspire increased 10% from the 2015-16 to the 2016-17 assessment.

2013-2014

- The school percentage of students grades 3-8 who scored proficient/advanced in Math on state assessment: **87.6%** (State Average 72%)

- The state assessment was ACTAAP
- The school percentage of students who scored proficient/advanced in Algebra 1 on state assessment: **100%** (State Average 75%)
- The state assessment was End of Course Exams (ACTAAP)

2014-2015

- The school percentage of students grades 3-8 who scored proficient/advanced in Math on state assessment: **45%** (State Average 24%)
- The school percentage of students who scored proficient/advanced in Algebra 1 on state assessment: **49%** (State Average 28%)
- The school percentage of students who scored proficient/advanced in Geometry on state assessment: **82%** (State Average 21%)
- The state assessment was PARCC

2015-2016

- The school percentage of students grades 3-10 who scored proficient/advanced in Math on state assessment: **70%** (State Average 28.58%)
- The state assessment was ACT Aspire

2016-2017

- The school percentage of students grades 3-10 who scored proficient/advanced in Math on state assessment: **80%** (State Average 46.82%)
- Ranked 3rd in state in both areas of Math/Science (STEM) and ELA
- 1st Grade ranked #2 in Arkansas on Iowa Test of Basic Skills
- 2nd Grade ranked #1 in Arkansas on Iowa Test of Basic Skills
- The state assessment was ACT Aspire

Interventions implemented to increase student success rates:

- Provided high quality professional development to instructional staff
- Required mandatory tutoring for students not performing at proficiency levels
- Teachers are working to increase the number sense discussion and determine the “why” behind upper level high school mathematics rather than mere computation.

- Northwest Arkansas Classical Academy will achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal. Students at Northwest Arkansas Classical Academy will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average. In Literacy, specific subpopulations performance will be analyzed documenting a narrowing of the performance gaps on over 80% of state assessments over a three-year time period. Annually, Northwest Arkansas Classical Academy will increase academic achievement in Literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average AMO.

In the last four years, the state of Arkansas has administered three different types of assessments. This consistent change in assessment has made it difficult to calculate growth for specific subpopulations over a three-year time period. The student achievement on the ACTAspire increased 6% from the 2015-16 to the 2016-17 assessment.

2013-2014

- ☐ The school percentage of students grades 3-8 who scored proficient/advanced in Literacy on state assessment: **91%** (State Average 77.5%)
- The state assessment was ACTAAP
- The state assessment was ACTAAP

2014-2015

- The school percentage of students grades 3-8 who scored proficient/advanced in Literacy on state assessment: **64%** (State Average 33%)
- The state assessment was PARCC

2015-2016

- The school percentage of students grades 3-10 who scored proficient/advanced in Literacy on state assessment: **81%** (State Average 33.95%)
- The state assessment was ACT Aspire

2016-2017

- 1st Grade ranked #2 in Arkansas on Iowa Test of Basic Skills
- 2nd Grade ranked #1 in Arkansas on Iowa Test of Basic Skills
- The school percentage of students grades 3-10 who scored proficient/advanced in Literacy on state assessment: **87%** (State Average 69.97%)
- The state assessment was ACT Aspire
- Ranked 3rd in state in both areas of Math/Science (STEM) and ELA

Interventions implemented to increase student success rates:

- Provided high quality professional development to instructional staff
- Required mandatory tutoring for students not performing at proficiency levels
- Improved phonics instruction at lower grades (as a benefit of extra professional development specific to literacy)
- Adopted more thorough grammar curriculum to improve grammar and writing instruction

Despite the changes in assessment, NWACA was able to maintain at least a 13% or better score above the state average in both Math and Literacy. In fact, as the assessments shifted to more nationally normed tests, our percentages went up in comparison with state percentages.

3. Upon completion of middle school grades at Northwest Arkansas Classical Academy, a student will have a solid foundation of preparation for high school as evidenced by EXPLORE results. These students, having attained proficiency on state testing, will also show evidence of successful preparation for High School courses that will lead to college readiness. Additionally, Northwest Arkansas Classical Academy will document a college acceptance rate of 95% for all students graduating when high school status is achieved.

2013-2014

- The school percentage of students who scored At or Above the readiness benchmarks for EXPLORE: English-81% Math-58% Reading-62%Science-50%

2014-2015

- The school percentage of students who scored At or Above the readiness benchmarks for EXPLORE: English - 74% Reading - 38% Science - 47% Math - 33%
- Included Career Orientation course at 8th grade

2015-2016

- Arkansas discontinued EXPLORE and NWACA utilized ACTAspire Data to meet this goal
 - Progress toward ACT Readiness (ACT Aspire Supplemental Report Data)
 - 2015-2016 9th grade 74% ELA 37% Math 2015-2016 10th grade 92% ELA 44% Math
 - 2016-2017 9th grade 100% ELA 75% Math 2016-2017 10th grade 84% ELA 58% Math
- Implemented AP courses to improve college readiness
- Included Career Orientation course at 8th grade
- Hired a **part-time** College and Career Counselor to assist students with post-high school choices
- Included College and Career Readiness course in high school

2016-2017

- Arkansas discontinued EXPLORE and NWACA utilized ACTAspire Data and ACT data to meet this goal
- NWACA percentage of students who met the readiness level for ACT:
 - Math - 38.5% (state 24%) English - 84.6% (state 49%) Reading - 23.5% (state 30%) Science - 46.2% (state 22%)
- Included Career Orientation course at 8th grade
- 100% of our junior class took AP US History and the exam. 2 students scored a 3 or better on this first AP exam for them.
- Implemented additional AP courses to improve college readiness
- Hired a **full-time** College and Career Counselor to assist students with post-high school choices
- Included College and Career Readiness course in high school

2017-2018

- Will have our first graduating class this year
- 100% of our current senior class plans on attending college

When our school opened in 2013-2014, we were a K-8 elementary and middle school campus. Over time we determined that a college and career counselor was needed to aid students in post-high school options. In 2016-2017, we hired a college and career counselor part-time, and as a result of the success, we were able to hire her full time for the 2017-2018 school year. This year is also our first year to have a graduating class, and our college and career counselor is hard at work ensuring that 100% of our seniors complete at least one college application. Additionally, as a result in the change from EXPLORE to ACT Aspire, we have been able to analyze progress toward career readiness and progress toward ACT Readiness for the past two years. For the 2015-2016 school years Progress toward Career Readiness, our 9th graders were at 67% and our 10th graders were at 88% in the Gold category. In the 2016-2017 school year, our 9th graders improved to 100% and our 10th graders were at 84% in the Gold Category.

4. 100% of students enrolled for two or more years will be counseled and prepared for dual credit opportunities or Advanced Placement (AP) courses by enrolling in mathematics, other high-level subjects, and pre-Advanced Placement courses that lead to participation in college preparation in later years. As grade levels are added, students will be required, during their senior year to enroll in a minimum of one dual credit course or take AP courses.

2013-2014

- Algebra I available for high school credit to 7th and 8th grade students

2014-2015

- Algebra I available for high school credit to 7th and 8th grade students
- Geometry available for high school credit to 8th grade students

2015-2016

- Algebra I available for high school credit to 7th and 8th grade students
- Geometry available for high school credit to 8th grade students
- Implemented AP courses to improve college readiness

2016-2017

- Algebra I available for high school credit to 7th and 8th grade students
- Geometry available for high school credit to 8th grade students
- Implemented additional AP courses to improve college readiness

2017-2018

- Will have our first graduating class this year
- 100% of our current senior class is enrolled in at least 2 AP courses
- 100% of our senior's plan on attending college when they graduate in May

5. 100% of students will be learn about the path to college and learn about different types of careers. In the first years, college readiness and career opportunity will be major themes for students. Each succeeding year will increase this emphasis. As Northwest Arkansas, Classical Academy adds grade levels each year, 100% of the first senior class and each subsequent senior class will be assigned an internship during their senior year. This internship connects the student with local business or career-oriented entities that can involve the student with authentic real-world learning.

2013-2014

- All 8th grade students participate in two job shadow days to help familiarize them with careers
- Invited guest speakers at various grade levels to speak about different careers

2014-2015

- Included Career Orientation course at 8th grade
- All 8th grade students participate in two job shadow days to help familiarize them with careers
- Invited guest speakers at various grade levels to speak about different careers

2015-2016

- Included Career Orientation course at 8th grade
- All 8th grade students participate in two job shadow days to help familiarize them with careers
- Invited guest speakers at various grade levels to speak about different careers
- Hired a **part-time** College and Career Counselor to assist students with post-high school choices
- Included College and Career Readiness course in high school

2016-2017

- Included Career Orientation course at 8th grade
- All 8th grade students participate in two job shadow days to help familiarize them with careers
- Invited guest speakers at various grade levels to speak about different careers
- Hired a **full-time** College and Career Counselor to assist students with post-high school choices
- Included College and Career Readiness course in high school

2017-2018

- All 8th grade students participate in two job shadow days to help familiarize them with careers

- Invited guest speakers at various grade levels to speak about different careers
- Will have our first graduating class this year
- 100% of our current senior class will complete their Capstone project connecting their career interest with their course work, which includes internship days in the spring, working with a faculty advisor, and writing and orally defended their thesis.

6. All students enrolled for one or more years will show effective growth and progress in their skills proficiency or learning during each school year. The school will utilize an organized benchmarking system which will be aligned with the student profile system to ensure measurable results that lead to strategies designed to improve learning.

Two-year analysis of NWEA MAP cohort data was used to assess longitudinal growth in math and reading, applying pre-test/post-test design. Cohort data ($N = 80$) during the growth period of fall 2014 to fall 2016 indicated improvement in campus mean percentile for MAP Math from 67.7 (fall 2014) to 71.9 (fall 2016), representing an overall improvement of 4.2 percentiles. Similarly, cohort data ($N = 129$) during the growth period of fall 2014 to fall 2016 indicated improvement in campus mean percentile for MAP Reading from 74.0 (fall 2014) to 76.9 (fall 2016), representing an overall improvement of 2.9 percentiles.

Fall to fall NWEA MAP cohort data were used to assess year-to-year growth in Math, Reading, and Language Usage for each of three growth periods. Sample includes only students who sat for the fall MAP assessment during the successive school years, reflecting one calendar year of growth.

- For the growth period of fall 2013 to fall 2014, subject level analysis showed the following percentages of students meeting NWEA's projected fall to fall growth:
 - MAP Math: 47.5% ($N = 181$)
 - MAP Reading: 42.8% ($N = 180$)
 - MAP Language: 50.8% ($N = 191$)

- For the growth period of fall 2014 to fall 2015, subject level analysis showed the following percentages of students meeting NWEA's projected fall to fall growth:
 - MAP Math: 57.1% ($N = 217$)
 - MAP Reading: 59.6% ($N = 218$)
 - MAP Language: No data

- For the growth period of fall 2015 to fall 2016, subject level analysis showed the following percentages of students meeting NWEA's projected fall to fall growth:
 - MAP Math: 57% ($N = 207$)
 - MAP Reading: 52.1% ($N = 259$)
 - MAP Language: No data

7. Responsive Education Solutions has achieved "system accreditation" status through AdvancED (formerly known as the Southern Association of Colleges & Schools) and, therefore, all campuses established have accreditation status beyond traditional school systems. The goal at Northwest Arkansas Classical Academy will be to establish a highly effective and noteworthy relationship with AdvancED in Arkansas.

Northwest Arkansas Classical Academy completed the requirement and earned a five year accreditation.
See attached supporting document with AdvanceEd recommendation details.

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 2 Following Renewal	Year 4 Following Renewal	Year 6 Following Renewal	Year 8 Following Renewal	Year 10 Following Renewal
1. Continue to demonstrate measurable student success in literacy	State-mandated assessments and nationally normed assessment	Meet or exceed state average in overall literacy. 80% of students who attend two or more years will perform at or above the 75 th percentile on a nationally normed assessment such as NWEA MAP.	Assessed annually and measured for attainment by year 10.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 th percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 th percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 th percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 th percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 th percentile.
2. Continue to demonstrate measurable student success in math	State-mandated assessments and nationally normed assessment	Meet or exceed state average in overall literacy. 80% of students who attend two or more years will perform at or above the 75 th percentile on a nationally	Assessed annually and measured for attainment by year 10.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the

		normed assessment such as NWEA MAP.		75 th percentile.	75 th percentile.	75 th percentile.	75 th percentile.	75 th percentile.
3. Continue to demonstrate measurable student success in science	State Mandated Assessments and ACT Science Scores	Meet or exceed state average in science.	Assessed annually and measured for attainment by year 10.	Perform at or above the state average on mandated assessments	Perform at or above the state average on mandated assessments.	Perform at or above the state average on mandated assessments.	Perform at or above the state average on mandated assessments.	Perform at or above the state average on mandated assessments.
4. Prepare students for college entry	College acceptance rates	85% of graduates accepted in college or military	Assessed annually and measured for attainment by year 10.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.
5. Increase community involvement with student capstone projects	Student Records	100% of students will participate in a capstone project. Increase community involvement each year. Baseline data will be determined with inaugural graduation class Spring 2018.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.

Goals #1 #2 and #3:

Northwest Arkansas Classical Academy will continue to perform as one of the state's highest performing schools on state assessments. The staff will work as a professional learning community to ensure student needs are met while keeping high expectations of all students. Teachers will continue to participate in the intensive week long summer trainings at Hillsdale College. This training not only strengthens each teacher's skills, but also encourages teachers to reflect on student performance and understand strategies that will move every student to higher learning.

Goals #4:

While the expectation is that every student will be prepared for, apply and attend college. Northwest Arkansas Classical Academy recognizes each student is unique and may select to attend options such as technical school or military. NWACA will ensure that students have a full understanding of career options with guest speaker and fieldtrips. NWACA will encourage students to pursue their interests through job shadowing, internships and other field experiences.

Goal #5:

All seniors will be expected to complete a Capstone Project. As this portion of the program expands, it is the desire of NWACA to increase the student's involvement in the community. NWACA will work with business partners to provide a variety of opportunities for the students to participate as well as bring more community members into the school. When personalizing this portion of the student's experience at NWACA, one size does not fit all. Staff will work together to ensure each student has a unique experience based on their personal interests, goals and dreams.

Section 3 – Waivers

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

NORTHWEST ARKANSAS CLASSICAL ACADEMY APPROVED WAIVERS

District LEA:	04-42-700	Elementary School LEA:	04-42-701
City:	Bentonville	Middle School LEA:	04-42-702
Opening Date:	Fall 2013	High School LEA:	04-42-703
Grades Approved:	K-12	Expiration Date:	06/30/2018
CAP:	685	Grades Served 2017-2018:	K-12

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

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Monthly meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-211	Use of personal leave when administrator or school employee is absent from campus
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 et seq.	Certification Generally
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act

6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Lease academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other 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

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Minimum Qualifications for General Business Managers

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Educator Licensure

ADE Rules Governing School Board Zones and Rezoning

ADE Rules Governing School Election Expense Reimbursement

Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

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.

No new waivers are being requested in this renewal application

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.

NWACA requests 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.

REQUEST

INCREASE ENROLLMENT CAP FOR NORTHWEST ARKANSAS CLASSICAL ACADEMY

Northwest Arkansas Classical Academy is requesting an Amendment to the original charter as it relates to the enrollment cap. NWACA is requesting an increase in the enrollment cap from 685 to 1200.

RATIONALE

The school opened K-8 and added a grade level each year, this year will be the first graduating class from Northwest Arkansas Classical Academy. The current school grade span is K -12.

While the current enrollment of the school is below the original enrollment cap of 685, there is a wait list of over 500 students in grades kindergarten through sixth grade. Using current enrollment information as students move up in grades the campus will reach the current enrollment cap in three years.

The amendment is requested for the following reasons;

1. Additional sections are needed to accommodate a higher percentage of families wanting to attend the school but are not able due to limited sections in grades K-5.
2. Additional primary grade sections will lead to larger class sizes moving through the system. Additional student seats will be needed in the upper grades to support the yearly growth from the lower grades.
3. The school has consistently been one of the top performing schools in Northwest Arkansas and the state of Arkansas. The Classical Education Model offered at Northwest Arkansas Classical Academy is not only in demand but also differentiates the school from all others in Northwest Arkansas.
4. The current facility has room for up to ten additional classrooms. This would increase the instructional capacity from 884 to approximately 1100 students.
5. By granting the requested amendment of increasing the enrollment cap to 1200 students Northwest Arkansas Classical Academy has the freedom to grow in a responsible manner and to respond to the demand of the local community for a Classical form of education.
6. Northwest Arkansas Classical Academy plans on a gradual increase in enrollment over the next 10 years. The budget presented in this amendment reflects the enrollment at capacity.

SUPPORTING INFORMATION AND CHARTS

The chart below shows the current campus configuration, enrollment, number of sections currently offered, open seats and the waitlist for each grade level.

Current Grade Configuration and Waitlist Numbers

Grade	Enrollment	Sections	Openings	Waitlist
K	40	2	0	192
1	46	2	0	103
2	46	2	0	91
3	69	3	0	42
4	75	3	0	50
5	75	3	3	26
6	70	3	6	0
7	28	2	22	0
8	39	2	11	0
9	25	NA	25	0
10	22	NA	28	0
11	21	NA	29	0
12	10	NA	40	0
TOTAL	562		164	504

The following charts are projections of potential enrollment increases over the next ten years. They represent a conservative estimate of the growth of the school based on current requests for enrollment. The ten-year projection with no additional students per grade level shows that by year three of the renewal we reach our current enrollment cap of 685 students.

Year	1	2	3	4	5	6	7	8	9	10
K	40	40	40	40	40	40	40	40	40	40
1	46	46	46	46	46	46	46	46	46	46
2	46	46	46	46	46	46	46	46	46	46
3	69	69	69	69	69	69	69	69	69	69
4	75	75	75	75	75	75	75	75	75	75
5	75	75	75	75	75	75	75	75	75	75
6	70	75	75	75	75	70	75	75	75	75
7	28	70	75	75	75	75	70	75	75	75
8	39	28	70	75	75	75	75	70	75	75
9	25	39	28	70	75	75	75	75	70	46
10	22	25	39	28	70	75	75	75	75	70
11	21	22	25	39	28	70	75	75	75	75
12	10	21	22	25	39	28	70	75	75	75
TOTAL	562	631	685	738	788	819	866	871	871	842

The chart shows the ten-year projection adding 8 additional sections in designated grades. The addition of sections in grades K-3 help meet a portion of the demand as indicated by the number of students on the current waitlist. The additional sections that will be added in grades 7 and 8 will be needed as the larger enrollments from the lower grades move forward.

Grade	Enrollment	Waitlist	Growth Sections	Addition Students	Total	Year 2	Year 4	Year 6	Year 8	Year 10
K	40	192	1	20	60	60	60	60	60	60
1	46	103	1	23	69	69	69	69	69	69
2	46	91	1	23	69	69	69	69	69	69
3	69	42	1	23	69	69	69	69	69	69
4	75	50	0	0	75	75	75	75	75	75
5	72	26	0	0	75	75	75	75	75	75
6	69	0	0	0	75	75	75	75	75	75
7	28	0	2	50	75	75	75	75	75	75
8	39	0	2	50	75	75	75	75	75	75
9	25	0			25	75	75	75	75	75
10	22	0			22	25	75	75	75	75
11	21	0			21	22	25	75	75	75
12	10	0			10	21	22	25	75	75
TOTAL	562	504	8	189	720	785	839	892	942	942

Ten-year projection adding 14 additional sections in designated grades. The addition of sections in grades K-3 help meet a portion of the demand as indicated by the number of students on the current waitlist. The additional sections that will be added in grades 7 and 8 will be needed as the larger enrollments from the lower grades move forward.

Grade	Enrollment	Waitlist	Growth Sections	Additional Students	Total	Year 2	Year 4	Year 6	Year 8	Year 10
K	40	192	2	40	80	80	80	80	80	80
1	46	103	2	46	92	92	92	92	92	92
2	46	91	2	46	92	92	92	92	92	92
3	69	42	1	23	92	92	92	92	92	92
4	75	50	1	25	100	100	100	100	100	100
5	72	26	1	25	100	100	100	100	100	100
6	69	0	1	25	100	100	100	100	100	100
7	28	0	2	50	100	100	100	100	100	100
8	39	0	2	50	100	100	100	100	100	100
9	25	0			25	100	100	100	100	100
10	22	0			22	25	100	100	100	100
11	21	0			21	22	25	100	100	100
12	10	0			10	21	22	25	100	100
TOTAL	562	504		330	934	1024	1103	1181	1256	1256

The projections above represent examples of enrollments based on additional sections. Northwest Arkansas Classical Academy reserves the right to add sections in grades of greatest need but is not using the above charts as a definitive guide to growth.

**Northwest Arkansas Classical Academy
Current Year to Date
Free and Reduced Lunch**

District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01 Free	19	3.39%
02 Reduced	12	2.14%
03 Paid	520	92.69%
04 Direct Cert/Free	10	1.78%
Meal Status - Total	561	100.00%

**Northwest Arkansas Classical Academy
ENROLLMENT REPORT
Enrollment Date: Sep 19, 2017**

Enrollment Count		01	02	03	04	05	06	07	08	09	10	11	12	KF	Race Totals
Asian	Females	6	5	14	6	11	9	2	6		1			4	64
	Males	3	5	9	15	11	7		3	2	3			3	61
	Gender Totals	9	10	23	21	22	16	2	9	2	4			7	125
Black	Females		2		1										3
	Males					1	1							2	4
	Gender Totals		2		1	1	1							2	7
Hispanic	Females	4	2	6	2	5	5	2	3	1		1		1	32
	Males	1		7	7	4	1					2		1	23
	Gender Totals	5	2	13	9	9	6	2	3	1		3		2	55
Native American	Females				1										1
	Males				1										1
	Gender Totals				2										2
Two or More	Females				1	1	1						1	1	5
	Males									1				1	2
	Gender Totals				1	1	1			1			1	2	7
White	Females	12	18	16	24	14	27	9	13	13	9	12	7	12	186
	Males	20	14	17	17	25	18	14	14	8	9	6	2	15	179
	Gender Totals	32	32	33	41	39	45	23	27	21	18	18	9	27	365
Grade Totals		46	46	69	75	72	69	27	39	25	22	21	10	40	561

CAMPUS PERSONNEL BUDGET WORKSHEET - ARKANSAS

40001 - Northwest Arkansas Classical Academy

	<u>2017-18 Board</u>	<u>Adjustments</u>	<u>Budget</u>	
ADM	546.00	1,200.00	1,200.00	Change the ADM for each line accordingly based on current actuals
ADA	524.16	1,152.00	1,152.00	
Prof Dev ADM	546.00	1,200.00	1,200.00	
Actual Director Pay	90,000		90,000	
Assistant Director Base Pay			\$ 55,000	
Administrative Asst. Base Pay			\$ 32,000	
Non-Instructional (Nurse) Base Pay			\$ 45,000	
Base Teacher Pay			\$ 41,981	
Base Teacher-Classified Pay			\$ 23,850	
# of Campuses Assigned to State Director		3		
				Staff Allocation Actual Staff Balance
Non-Instructional Staff				
State/Regional Director	0.3		\$ 30,000	\$ - \$ 30,000
Campus Director / Headmaster	1		\$ 90,000	\$ - \$ 90,000
Assistant Directors	4		\$ 193,600	\$ - \$ 193,600
Non-Instructional Staff	6		\$ 184,320	\$ - \$ 184,320
Professional Non-Instructional (Nurse)	3		\$ 129,600	\$ - \$ 129,600
Total Non-Instructional	13		\$ 627,520	\$ - \$ 627,520
Instructional Staff				
Teachers - Certified	58		\$ 2,434,898	\$ - \$ 2,434,898
Teachers - Classified	10		\$ 233,539	\$ - \$ 233,539
Special Ed Teacher	4		\$ 163,883	\$ - \$ 163,883
Teacher - ELL	0		\$ -	\$ - \$ -
Substitutes			\$ 48,698	\$ - \$ 48,698
Extra Duty Pay / Overtime			\$ -	\$ - \$ -
Total Regular Personnel Budget	72		\$ 2,881,018	\$ - \$ 2,881,018
Teacher - Certified - NSLA (After School)	0		\$ -	\$ - \$ -
Teacher - Classified - NSLA (After School)	0		\$ -	\$ - \$ -
Teacher - Certified - NSLA (Literacy)	0		\$ -	\$ - \$ -
Teacher - Classified - NSLA (Literacy)	0		\$ -	\$ - \$ -
Total NSLA Personnel Budget	0.63		\$ 0	\$ - \$ -
Teacher - Certified - IDEA-B	0		\$ -	\$ - \$ -
Teacher - Classified - IDEA-B	0		\$ -	\$ - \$ -
Total IDEA B Special Ed Personnel Budget	3.90		\$ 0	\$ - \$ -
Teacher - Certified - Title I A (Literacy)	0		\$ -	\$ - \$ -
Teacher - Certified - Title I A (Math)	0		\$ -	\$ - \$ -
Teacher - Classified - Title I A (Literacy)	0		\$ -	\$ - \$ -
Teacher - Classified - Title I A (Math)	0		\$ -	\$ - \$ -
Total Title I A Personnel Budget	0.55		\$ 0	\$ - \$ -
Total Instructional Base Pay Amount	72		\$ 2,881,018	\$ - \$ 2,881,018
CEO/COO Override			\$ -	\$ - \$ -
Total Projected Incentive Amount			\$ -	\$ - \$ -
Total Staffing Allocation	85		\$ 3,508,538	\$ - \$ 3,508,538

RESPONSIVE EDUCATION SOLUTIONS - NORTHWEST CLASSICAL ACADEMY
Campus Operating Budget Based on Increased Enrollment Cap of 1200 Students

40001 - Northwest Arkansas Classical Academy		Total -State/ CNP Funds
REVENUE		Total
16110	Local Revenue	40,000
19200	Other Rev. - External Funding	
	<i>Local Revenue</i>	\$ 40,000
31700	State Foundation Funding	8,136,000
32256	Professional Development	31,260
	<i>State Revenue</i>	\$ 8,167,260
	TOTAL Revenue	\$ 8,207,260
State:	AR	
EXPENDITURES		
61000 - Personal Services - Salaries		
61110	Salaries/Wages-Teachers & Prof	3,041,981
61120	Salaries/Wages-Support Staff	417,859
61720	Salaries/Wages-Substitutes	48,698
	<i>Total 61000 - Personal Services - Salaries</i>	3,508,538
62000 - Personal Services - Employee Benefits		
62110	Group Insurance- Certified	86,578
62120	Group Insurance- Classified	23,941
62210	Social Security - Certified	160,787
62220	Social Security - Classified	44,462
62260	Medicare - Certified	39,853
62270	Medicare - Classified	11,021
62310	Retirement- Certified	384,790
62320	Retirement- Classified	106,406
62510	Unemployment Insurance- Certified	50,847
62520	Unemployment Insurance- Classified	12,633
62610	Worker's Comp- Certified	13,742
62620	Worker's Comp- Classified	3,800
62710	Health Benefits - Certified	32,982
62720	Health Benefits - Classified	9,120
	<i>Total 62000 - Personal Services - Employee Benefits</i>	980,963
63000 - Purchased Professional and Technical Services		
63190	Administrative Overhead	569,520
63210	Consulting Services	500
63230	Consulting - Educational	-
63240	Testing Materials	5,760
63310	Staff Development	40,408
63320	Prof. Employment Training - Classified	2,000
63410	Professional Svcs-Social Work	1,000
63438	Professional Svcs - Accounting	-
63431	Professional Svcs - Audit (Func 2317)	16,000

RESPONSIVE EDUCATION SOLUTIONS - NORTHWEST CLASSICAL ACADEMY
Campus Operating Budget Based on Increased Enrollment Cap of 1200 Students

40001 - Northwest Arkansas Classical Academy		Total -State/ CNP Funds
63490	Professional Services	175,720
63492	Marketing Costs	10,000
	Total 63000 - Purchased Professional and Technical Services	820,908
64000 - Purchased Property Services		
64110	Water/Sewer	16,000
64210	Disposal/Sanitation	9,000
64230	Contract Maint & Repair-Janito	138,000
64310	Contracted M & R-Bldg Repair	50,000
64320	Software Maintenance & Support	-
64410	Rentals/Leases	1,128,000
64420	Rentals-Other (Equip, etc.)	780
64500	Contracted Maint & Repair	1,000
64900	Misc Contracted Services	11,000
	Total 64000 - Purchased Property Services	1,353,780
65000 - Other Purchased Services		
65190	Misc Contract Svcs-Bus Passes	10,909
65220	Insurance & Bonding Costs	8,000
65310	Telephone	7,000
65320	Gen Supplies-Postage & Shippin	1,000
65330	Data Services, Internet, etc	18,000
65400	Advertising - Marketing	4,000
65500	Rentals/Leases-Copier Rental/U	20,000
65810	Travel & Subsistence-Employee	37,800
65820	Travel - Classified	3,000
65880	Travel Meals	1,000
65890	Travel Lodging	3,000
	Total 65000 - Other Purchase Services	113,709
66000 - Supplies & Materials		
66101	Supplies-M&O-Janitorial/Cleani	10,000
66102	Supplies - Maint / Op	10,000
66104	Gen Supplies-Office/Prin/Sec	23,040
66105	Gen Supplies-Instructional	57,600
66107	Minor Furn/Fxt & Equip <\$1000	218,000
66110	Other General Supplies-Testing	3,000
66120	Graduation and EOY Awards	10,000
66140	Student Attendance Incentive	6,912
66210	Natural Gas	30,000
66220	Electricity	169,000
66300	Food	110,000
66410	Curriculum-Textbooks	150,000

RESPONSIVE EDUCATION SOLUTIONS - NORTHWEST CLASSICAL ACADEMY
Campus Operating Budget Based on Increased Enrollment Cap of 1200 Students

40001 - Northwest Arkansas Classical Academy		Total -State/ CNP Funds
66420	Reading Materials	3,456
66430	Periodicals & Other Reading	3,000
66500	General Supplies-IT-Hdwr	14,000
66510	General Supplies-IT-Site Lic	10,000
	Total 66000 - Supplies and Materials	828,008
67000 - Property		
67330	Furn., Fixtrs, & Equip. >\$1,000	20,000
67340	Technology Hardware, >\$1,000	50,000
	Total 6300 - Supplies & Materials	70,000
68000 - Other Objects		
68100	Dues	32,800
68900	Misc Operating Cost	4,000
	Total 6400 - Other Operating Costs	36,800
	TOTAL Expenditures	\$ 7,712,706
	Revenues over(under) Expenditures	\$ 494,554
	Reserve (Projected)	6%

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.

Northwest Arkansas Classical Academy Desegregation Analysis

This desegregation analysis is in support of Northwest Arkansas Classical Academy’s application to receive approval from the state’s charter authorizer to renew its charter agreement for ten (10) years. To the extent that Ark. Code Ann. §6-23-106 applies to charter renewals, Northwest Arkansas Classical Academy is required to carefully review the potential impact its operations would have upon the efforts of Bentonville School District (BSD) and surrounding districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Northwest Arkansas Classical Academy is currently located within the boundaries of the BSD. Northwest Arkansas Classical Academy currently draws students from the BSD, Springdale School District (SSD), Fayetteville School District (FSD), and Rogers School District (RSD). The charter school currently provides instruction to students in Kindergarten through twelfth grade. Northwest Arkansas Classical Academy would like to continue serving Kindergarten through twelfth grade students for the duration of its renewal period.

II. The Northwest Arkansas Classical Academy Data

According to the 2016-17 school year enrollment figures as maintained by the ADE Data Center, BSD had a student population of 16,609 students. Northwest Arkansas Classical Academy’s 2016-2017 school year enrollment figures show a student population of 556 students. Northwest Arkansas Classical Academy’s current student population is equal to less than 4% of the BSD’s current student population. Northwest Arkansas Classical Academy is unaware of any federal desegregation court orders affecting the Bentonville, Springdale, Fayetteville, or Rogers School Districts. Under Ark. Code Ann. §6-23-306(6)(A), Northwest Arkansas Classical Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Northwest Arkansas Classical Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that the charter operations 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.

III. Conclusion

Northwest Arkansas Classical Academy submits that upon the basis of its review, that granting the ten (10) year renewal of its existing charter will not hamper, delay, cause any undue hardship, or in any manner affect the desegregation efforts of the BSD, SSD, FSD, and RSD or any school districts in the State of Arkansas.

SUPPORTING DOCUMENTS FOR NORTHWEST CLASSICAL ACADEMY RENEWAL APPLICATION

1. 2014 ESEA Report
2. 2015 ESEA Report
3. 2016 ESEA Report
4. 2017 ESEA Report
5. 8-6-2017 Newspaper Article: NWACA 3rd highest performing school in Arkansas
6. Accreditation Letter
7. OEP NWA Report Card: Northwest Arkansas Classical Academy Highlights
8. Northwest Arkansas Classical Foundation Document

District: RESPONSIVE ED SOLUTIONS NORTHW Superintendent: CHARLES COOK
 LEA: 0442700 Enrollment: 400
 Address: 1302 MELISSA DRIVE Attendance: 96.18
 Address: BENTONVILLE, AR 72712 Poverty Rate: 19.50
 Phone: 479-715-6676

Report created on: 10/29/2014

% Prof/Adv.
 2014 Math + Literacy 91.1
 2013 Math + Literacy
 2012 Math + Literacy

OVERALL DISTRICT STATUS: **ACHIEVING**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	246	257	95.72	258	269	95.91
Targeted Achievement Gap Group	59	61	96.72	61	63	96.83
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	34	35	97.14	37	38	97.37
White	163	173	94.22	168	178	94.38
Economically Disadvantaged	41	43	95.35	43	45	95.56
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	17	100.00	17	17	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	PERFORMANCE -LITERACY					GROWTH -LITERACY				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	197	214	92.06	79.96	91.00	127	145	87.59	81.63	93.00
Targeted Achievement Gap Group	45	55	81.82	73.35	91.00	35	41	85.37	76.44	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	197	214	92.06	79.96	91.00	127	145	87.59	81.63	93.00
Targeted Achievement Gap Group	45	55	81.82	73.35	91.00	35	41	85.37	76.44	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.07		n < 10	n < 10	n < 10	71.83	
Hispanic	27	32	84.38	76.80		18	21	85.71	82.03	
White	133	142	93.66	84.49		85	99	85.86	84.57	
Economically Disadvantaged	32	39	82.05	74.10		26	29	89.66	76.92	
English Language Learners	n < 10	n < 10	n < 10	70.97		n < 10	n < 10	n < 10	79.02	
Students with Disabilities	11	15	73.33	51.77		8	11	72.73	56.92	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING										
ESEA Flexibility Indicators	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	226	90.27	82.26	92.00	126	174	72.41	76.52	81.00
Targeted Achievement Gap Group	45	57	78.95	76.54	92.00	27	46	58.70	70.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	226	90.27	82.26	92.00	126	174	72.41	76.52	81.00
Targeted Achievement Gap Group	45	57	78.95	76.54	92.00	27	46	58.70	70.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.76		n < 10	n < 10	n < 10	63.33	
Hispanic	33	35	94.29	80.04		18	25	72.00	74.37	
White	130	147	88.44	87.18		87	119	73.11	80.94	
Economically Disadvantaged	31	41	75.61	76.92		20	32	62.50	70.92	
English Language Learners	n < 10	n < 10	n < 10	75.24		n < 10	n < 10	n < 10	70.23	
Students with Disabilities	12	15	80.00	51.77		7	13	53.85	48.75	

2015 ESEA DISTRICT REPORT

District: RESPONSIVE ED SOLUTIONS NORTI **Superintendent:** CHARLES COOK
LEA: 442700 **Attendance:** 95.71
Enrollment: 522 **Poverty Rate:** 17.43

Address: 1301 Waters Ridge
Address: LEWISVILLE, TX 75057
Phone: (972) 316-3663

OVERALL SCHOOL STATUS: 2014 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	321	321	100.00	319	319	100.00
Targeted Achievement Gap Group	78	78	100.00	76	76	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	40	40	100.00	40	40	100.00
White	209	209	100.00	208	208	100.00
Economically Disadvantaged	52	52	100.00	50	50	100.00
English Language Learners	11	11	100.00	11	11	100.00
Students with Disabilities	21	21	100.00	21	21	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	183	295	62.03	22.73
Targeted Achievement Gap Group	33	74	44.59	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	21	39	53.85	18.35
White	118	190	62.11	26.04
Economically Disadvantaged	24	48	50.00	17.63
English Language Learners	5	11	45.45	7.64
Students with Disabilities	5	21	23.81	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	147	291	50.52	13.95
Targeted Achievement Gap Group	25	72	34.72	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	18	39	46.15	12.10
White	85	187	45.45	17.14
Economically Disadvantaged	15	46	32.61	11.02
English Language Learners	6	11	54.55	6.23
Students with Disabilities	5	21	23.81	4.60

2015 ESEA DISTRICT REPORT

District: RESPONSIVE ED SOLUTIONS NORTH
LEA: 442700
Enrollment: 522

Superintendent: CHARLES COOK
Attendance: 95.71
Poverty Rate: 17.43

Address: 1301 Waters Ridge
Address: LEWISVILLE, TX 75057
Phone: (972) 316-3663

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

2016 ESEA DISTRICT REPORT

RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL AC

Superintendent: ALAN WIMBERLEY

LEA: 0442700

Enrollment: 551

Attendance: 96.18

Poverty Rate: 7.26

Address: 1301 WATERS RIDGE

LEWISVILLE, TX 75057

Phone: (972) 317-3663

OVERALL DISTRICT STATUS: 2014 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING				
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	370	370	100.00	370	370	100.00
Targeted Achievement Gap Group	54	54	100.00	54	54	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	42	42	100.00	42	42	100.00
White	242	242	100.00	242	242	100.00
Economically Disadvantaged	28	28	100.00	28	28	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	22	22	100.00	22	22	100.00

2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	270	344	78.49	47.87
Targeted Achievement Gap Group	34	51	66.67	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	27.81
Hispanic	31	39	79.49	41.05
White	174	224	77.68	55.31
Economically Disadvantaged	18	25	72.00	37.65
English Language Learners	n < 10	n < 10	n < 10	30.15
Students with Disabilities	12	21	57.14	12.35

2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	258	344	75.00	43.35
Targeted Achievement Gap Group	32	51	62.75	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	23.53
Hispanic	25	39	64.10	38.01
White	165	224	73.66	50.35
Economically Disadvantaged	16	25	64.00	34.76
English Language Learners	n < 10	n < 10	n < 10	31.69
Students with Disabilities	11	21	52.38	12.35

2016 ESEA DISTRICT REPORT

RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL AC

Superintendent: ALAN WIMBERLEY

LEA: 0442700

Enrollment: 551

Attendance: 96.18

Poverty Rate: 7.26

Address: 1301 WATERS RIDGE

LEWISVILLE, TX 75057

Phone: (972) 317-3663

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded April 29, 2016.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

District Performance

The district performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the district performance for each subject.

Average State Performance

The average state performance statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

The school performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or an alternate assessment.

Report created on: 11/14/2016

2017 ESEA DISTRICT REPORT

RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL AC

Superintendent: MARY DUNCAN
 LEA: 0442700
 Enrollment: 556

Attendance: 95.28
 Poverty Rate: 5.22

Address: 1301 WATERS RIDGE
 LEWISVILLE, TX 75057
 Phone: (972) 317-3663

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	387	387	100.00	387	387	100.00
Targeted Achievement Gap Group	45	45	100.00	45	45	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	5	5	100.00	5	5	100.00
Hispanic/Latino	40	40	100.00	40	40	100.00
White	238	238	100.00	238	238	100.00
Economically Disadvantaged	18	18	100.00	18	18	100.00
English Learners	10	10	100.00	10	10	100.00
Students with Disabilities	20	20	100.00	20	20	100.00

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	270	308	344	364	78.49	84.62	81.64
Targeted Achievement Gap Group	34	28	51	44	66.67	63.64	65.26
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	0	2	4	5	0.00	40.00	22.22
Hispanic/Latino	31	32	39	39	79.49	82.05	80.77
White	174	180	224	218	77.68	82.57	80.09
Economically Disadvantaged	18	12	25	17	72.00	70.59	71.43
English Learners	4	8	6	10	66.67	80.00	75.00
Students with Disabilities	12	11	21	20	57.14	55.00	56.10

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	258	301	344	364	75.00	82.69	78.95
Targeted Achievement Gap Group	32	24	51	44	62.75	54.55	58.95
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	1	2	4	5	25.00	40.00	33.33
Hispanic/Latino	25	35	39	39	64.10	89.74	76.92
White	165	170	224	218	73.66	77.98	75.79
Economically Disadvantaged	16	10	25	17	64.00	58.82	61.90
English Learners	5	9	6	10	83.33	90.00	87.50
Students with Disabilities	11	7	21	20	52.38	35.00	43.90

2017 ESEA DISTRICT REPORT

RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL AC

Superintendent: MARY DUNCAN

LEA: 0442700

Enrollment: 556

Attendance: 95.28

Poverty Rate: 5.22

Address: 1301 WATERS RIDGE

LEWISVILLE, TX 75057

Phone: (972) 317-3663

AVERAGE STATE PERCENTAGE

ESEA Indicators	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
	State Average Percentage	State Average Percentage	State Average Percentage
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.87	37.89	83.79
ESEA Subgroups	State Average Percentage	State Average Percentage	State Average Percentage
Black or African American	31.85	26.04	81.53
Hispanic/Latino	46.45	41.95	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.60	38.42	83.79
English Learners	39.62	37.10	85.71
Students with Disabilities	14.34	16.94	84.29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

Average State Achievement

The average state achievement statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

Report created on: 08/25/2017

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Highest performing school districts and charter schools

The Haas Hall Academy charter schools in Fayetteville and Bentonville were the top-achieving schools in a ranking of school systems by their 2017 ACT Aspire combined exam results in English, reading and writing, and by their combined math and science exam results, as calculated by the Office for Education Policy at the University of Arkansas, Fayetteville. The chart shows the percentages of students who met and exceeded readiness levels.

ENGLISH-LANGUAGE ARTS

Rank	School district	#of test-takers	% meeting readiness	% poverty standard
1	Haas Hall Academy	225	98	0
2	Haas Hall Academy-Bentonville	226	98	0
3	NW AR Classical Academy	387	86	5
4	Valley View	1,697	80	26
5	Valley Springs	556	76	47
6	Greenbrier	2,086	76	41
7	Salem	493	72	65
8	Bentonville	10,075	72	23
9	Greenwood	2,262	71	36
10	Bismarck	584	71	61
11	Armored	267	71	42
12	Harrison	1,588	70	48
13	Nemo Vista	247	68	67
14	Arkansas Arts Academy	489	68	28
15	EStern Public Charter School	920	68	30
16	Future School of Fort Smith	71	68	53
17	Norfolk	267	67	61
18	McCrony	388	67	62
19	Dover	866	67	62
20	Pottsville	1,050	67	44
21	Fayetteville	5,779	66	40
22	Emerson/Jaylor-Bradley	629	65	53
23	Lakeside (Garland)	2,140	65	40
24	Scranton	253	65	54
25	Bryant	5,543	65	38
26	Mountain View	986	65	65
27	Clinton	802	64	70
28	Das Arc	328	64	71
29	Cabot	6,363	64	39
30	Quest Charter of Little Rock	190	64	12
31	Garland Central	710	64	46

SOURCE: Office for Education Policy, University of Arkansas, Fayetteville

MATH/SCIENCE

Rank	School district	#of test-takers	% meeting readiness	% poverty standard
1	Haas Hall Academy	225	93	0
2	Haas Hall Academy-Bentonville	226	92	0
3	NW AR Classical Academy	387	75	5
4	Valley View	1,700	67	26
5	Greenbrier	2,085	67	41
6	Bismarck	585	67	61
7	Das Arc	328	64	71
8	Bentonville	10,093	64	23
9	Salem	493	63	65
10	Valley Springs	557	63	47
11	Pottsville	1,051	62	44
12	Greenwood	2,263	61	36
13	Nemo Vista	247	60	67
14	Harrison	1,591	60	48
15	Norfolk	266	58	61
16	Arkansas Arts Academy	489	58	28
17	Layonsville	5,801	58	40
18	Benton	3,198	56	42
19	Mc Vemon/Enola	303	56	59
20	Garland Central	712	56	46
21	McCrony	388	56	62
22	Armored	268	56	42
23	Cotter	432	55	70
24	Lakeside (Garland)	2,141	55	40
25	Bergman	631	55	59
26	Brockland	1,425	55	38
27	Cabot	6,375	54	39
28	Dover	866	54	62
29	Malbourn	550	54	59
30	Mountain View	986	54	65

Arkansas Department of Education

proficient or better levels on the state-required exams in math or literacy.

A proficient score indicated that the student had demonstrated knowledge and skills appropriate for his grade level.

The old academic improvement plan required a description of the parents' role and responsibilities, as well as the consequences for a student who failed to participate in the plan. The improvement plans, subject to Arkansas Department of Education review, had to be updated annually to assist students in reaching proficient achievement levels.

Additionally, school leaders had to use the individual improvement plans as resources in creating and revising comprehensive school improvement plans.

Act 930, passed by law-

That plan is supposed to put students on the path to high school graduation, including the coursework a student needs, as well as the need for any remediation of skills or opportunities for accelerated learning. It should also include college and career planning components.

The student success plan, according to the law, is to be a personalized education plan to assist students with achieving readiness for college, careers and community engagement.

"We will be talking to the students about 'Where are you heading?'" Smith said, adding that while the new system will absolutely continue to rely on the results from state exams, it will also take into account subject-area grades, results from other tests and student work samples.

ing the level of support needed, a district must take into account the performance of subgroups of students at a school — as identified by race and ethnicity, family poverty, English-speaking skills and handicapping conditions — as well as the achievement levels of schools that feed students into another school, graduation rates and academic growth calculations.

The Little Rock and Dollarway school districts are both designated as Level 5 districts because they have been operating under state control, with state-appointed superintendents and without locally elected school boards. Act 930 includes language requiring the intensive support Level 5 designation for such districts.

The Little Rock district has been operating under

over three years to achieve at proficient or ready levels in math and literacy. The state will do those calculations later this year after school districts identify any errors in their test results.

Hope Allen, Arkansas' director of student assessment, said about 2 million students from 48 states took the Aspire exams this spring. Test-takers in four states — Arkansas, Alabama, South Carolina and Wyoming — are heavily represented in that number because the exams were given statewide in at least some grades, and not just in some school districts.

Wyoming's contract with ACT is for ninth and 10th grades only, said Allen, who also said Alabama will no longer give the Aspire exams starting this school year.

Arkansas shifted from the PARCC exams to the Aspire

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Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	266.15	278.34
Teaching and Learning Impact	252.38	268.94
Leadership Capacity	289.09	292.64
Resource Utilization	271.43	283.23

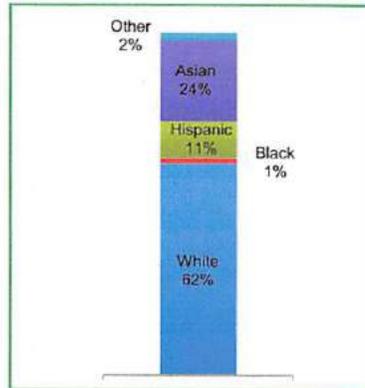
The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

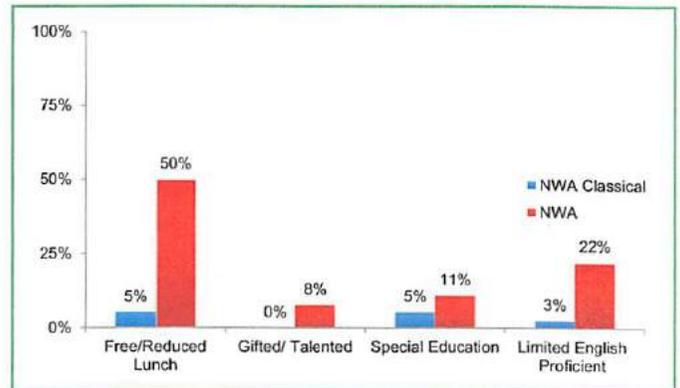
NWA Classical Bentonville

2016-17 Student Demographics

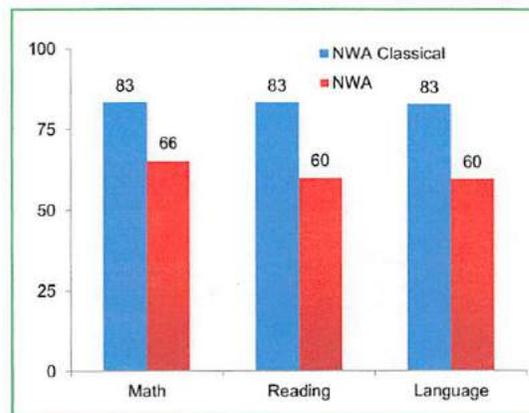
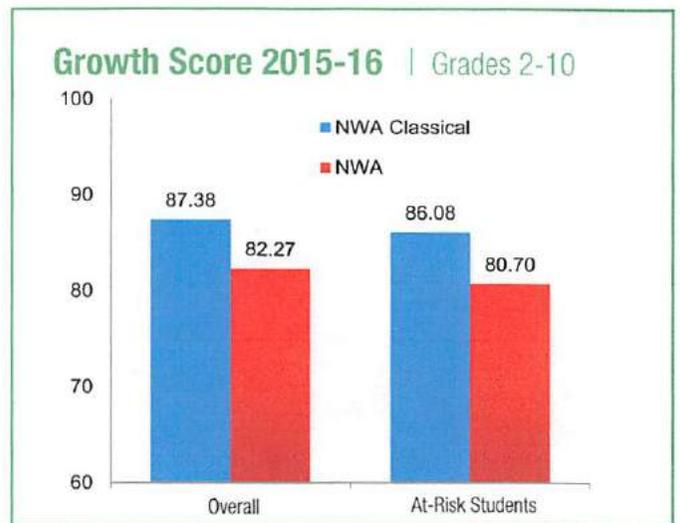
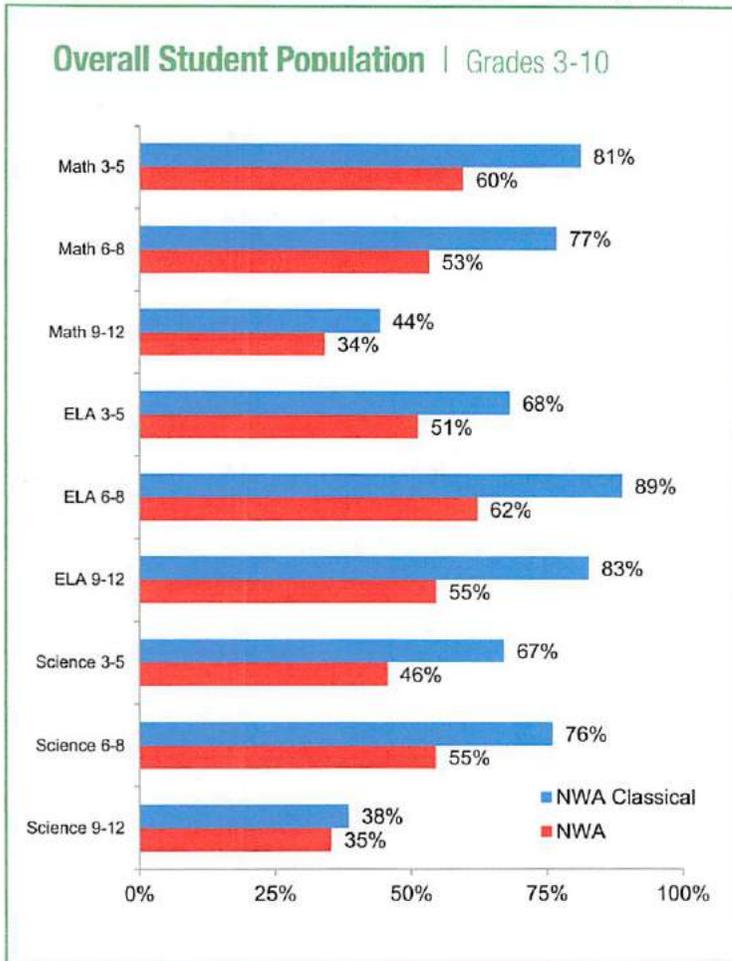
Total Enrollment
556
Opened in 2001
Student:Teacher Ratio
15:1



Student Characteristics



Percent Meeting or Exceeding Expectations on State Assessments 2015-16



National Percentile Rank on ITBS 2015-16
Grades 1-2

	NWA Class.	NWA		NWA Class.	NWA
Graduation Rate: Overall	NA	89%	Advanced Placement Participation Rate	NA	60%
Graduation Rate: At Risk (TAGG)	NA	85%	Advanced Placement Pass Rate	NA	48%
Per Pupil Expenditure	\$7,577	\$9,156	ACT Composite Score	NA	22.1

NWACA Foundational Document

Mission

The Mission of Northwest Arkansas Classical Academy is provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom and virtue.

Vision

NWA Classical Academy is committed to:

- Providing our future leaders with a college preparatory education focused on the Classical Liberal Arts.
- Promoting a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning.
- Working with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.

Collective Commitments:

- We believe students need a well-rounded curriculum that is substantial in content and character, because this inspires them to contemplate, create, and continue to learn.
- We believe a quality, strong liberal arts education provides the foundation for success as students and citizens.
- We believe in fostering a safe and nurturing environment where we can help students use education as a tool to maximize their liberty and where they can learn foundational skills to be productive citizens.
- We believe in our teachers being caring, knowledgeable and passionate about their content, and willing to listen to students needs.
- We believe to make kids successful in education, it takes modeling of mutual trust to produce open communication and critical thinking. Trust and communication are essential to building the relationship between students and teacher in order for learning to occur.
- We believe in creating a loving and character driven environment to produce wise individuals.
- In order to make the most successful students, we believe that a team of committed parents, diligent students, and quality teachers with the common goal to provide a rigorous education is necessary to develop informed citizens with a rich cultural literacy.

Schoolwide Goals (as found in our Charter Renewal Application):

1. Continue to demonstrate measurable student success in mathematics.
 - a. Meet or exceed state average in overall math.
 - b. 80% of students who attend two or more years will perform at or above the 50th percentile on a nationally normed assessment such as NWEA MAP.
2. Continue to demonstrate measurable student success in literacy
 - a. Meet or exceed state average in overall literacy.
 - b. 80% of students who attend two or more years will perform at or above the 50th percentile on a nationally normed assessment such as NWEA MAP.
3. Continue to demonstrate measurable student success in science.
 - a. Meet or exceed state average in overall science.
4. Prepare students for college entry: 85% of graduates accepted in college or military.
5. Increase student exposure to college and career fields: Increase percentage of student participation in college/career activities