



# ARKANSAS DEPARTMENT OF EDUCATION

## **District Conversion Public Charter School Renewal Application**

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



**Charter School: Rogers New Technology High School**

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

## Contact Information

<b>Sponsoring Entity:</b>	<b>Rogers Public School</b>
<b>Name of Charter School:</b>	<b>Rogers New Technology HS</b>
<b>School LEA #</b>	<b>405703</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Dr. Lance Arbuckle</b> <b>2922 S. 1<sup>st</sup> Street</b> <b>Rogers, AR 72758</b> <b>479.631.3621</b> <b>479.631.3637</b> <b>lance.arbuckle@rpsar.net</b>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Ms. Kristin Cobbs</b> <b>500 W. Walnut</b> <b>Rogers, AR 72758</b> <b>479.636.3910</b>

**Number of Years Requested for Renewal (1-5) \_\_\_\_\_ 5 \_\_\_\_\_**

**Renewal Application Approval Date by the School/Entity Board(s) \_\_Sept 19 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.

As Rogers New Technology HS is a district conversion charter school, the governance structure is the same as the traditional public schools in Rogers. The Rogers Public Schools board of education is an elected board of seven members with five members representing various zones within the district boundaries and two at-large positions. It is the responsibility of the board of education to set district policies, oversee district finances, hire the superintendent, and provide direction for the district as a whole. Regular board meetings are monthly with periodic special meetings as necessary.

## **Part B: Disclosure Information**

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

All members of the Rogers Public Schools board of education as well as members of the administrative team at RogersNTHS have indicated no person or persons in their family benefit financially from any agreements entered into in relationship to the charter agreement with Rogers New Technology HS.

Complete the table on the following page.

## Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
School Board Member Curtis Clements 479-273-3377 (W) 479-366-4551 (C) <a href="mailto:cclements@hoodandstacy.com">cclements@hoodandstacy.com</a>	None	None
School Board Member Kristen Cobbs 479-246-1031 (H) 4796-366-8844 (C) <a href="mailto:kristen.cobbs@gmail.com">kristen.cobbs@gmail.com</a>	None	None
School Board Member Nathan Gairhan 479-445-5477 (C) <a href="mailto:nathan.gairhan@united-bk.com">nathan.gairhan@united-bk.com</a>	None	None
School Board Member Amy Horn 479-936-6449 (C) <a href="mailto:ajhorn26@sbcglobal.net">ajhorn26@sbcglobal.net</a>	None	None
School Board Member Mitch Lockhart 479-531-4753 (C) <a href="mailto:mithcell.lockhart@wfadvisors.com">mithcell.lockhart@wfadvisors.com</a>	None	None
School Board Member Paige Sultemeier 479-531-7053 (C) <a href="mailto:cpsulte@cox.net">cpsulte@cox.net</a>	None	None
School Board Member Sterling Wilson 479-256-0411 (C) <a href="mailto:szcswilson@gmail.com">szcswilson@gmail.com</a>	None	None

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
<b>Superintendent</b> <b>Dr. Marlin Berry</b> <b>479-636-3910</b> <a href="mailto:marlin.berry@rpsar.net">marlin.berry@rpsar.net</a>	None	None
<b>Assistant Superintendent</b> <b>Charles Lee</b> <b>479-636-3910</b> <a href="mailto:charles.lee@rpsar.net">charles.lee@rpsar.net</a>	None	None
<b>Assistant Superintendent</b> <b>Dr. Virginia Abernathy</b> <b>479-636-3910</b> <a href="mailto:virginia.abernathy@rpsar.net">virginia.abernathy@rpsar.net</a>	None	None
<b>Assistant Superintendent</b> <b>Dr. Roger Hill</b> <b>479-636-3910</b> <a href="mailto:roger.hill@rpsar.net">roger.hill@rpsar.net</a>	None	None
<b>Principal</b> <b>Dr. Lance Arbuckle</b> <b>479-631-3621</b> <a href="mailto:lance.arbuckle@rpsar.net">lance.arbuckle@rpsar.net</a>	None	None
<b>Assistant Principal</b> <b>Danya Scheiderer</b> <b>479-631-3621</b> <a href="mailto:danya.scheiderer@rpsar.net">danya.scheiderer@rpsar.net</a>	None	None
<b>Assistant Principal</b> <b>Karen Highfill</b> <b>479-631-3621</b> <a href="mailto:karen.highfill@rpsar.net">karen.highfill@rpsar.net</a>	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.

*In order to increase high school graduation, and college and career readiness, Rogers New Technology High School will empower students for success in the 21<sup>st</sup> Century through teaching that engages, technology that enables, and a culture that empowers, as measured by graduation rates and college eligibility indicators.*

The mission of Rogers New Technology HS is rooted in the three components listed above – teaching that engages, technology that enables, and a culture that empowers – however the mission has grown during our first five years in operation. In an effort to facilitate ownership of the mission and vision among stakeholders and more fully develop what we were working to accomplish, we set out to reaffirm our mission statement. In the summer between our second and third year the staff utilized several days to review our current mission, visualize the desired future state of our school and articulate how we might communicate that to our community.

After working through several drafts and discussions about how to best illustrate what we were about, we created our newly revised vision statement. It reads: *To positively impact our community, RogersNTHS empowers both learners and facilitators to seek challenges and take risks, valuing growth as much as success, in order to develop transferrable knowledge, skills, and habits to the world of work, by creating a culture of learning that allows both learners and facilitators to excel in a rigorous and collaborative environment.*

If we evaluate our mission statements using student achievement and graduation rate over the last five year period, we feel RogersNTHS is successfully completing both versions of the mission. Our graduation rate is 97.47% for all students and 95.12% for TAGG students (compared to the state average of 87.02% and 83.79%, respectively). The state has had many changes in assessment measures in the last five years, however the trend for RogersNTHS is in an upward trajectory. We are currently assessing to determine the cause of the downward dip for spring 2017 and are working on the remedy for this issue so there is not a downward dip for successive years.

**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 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Met Goal Yes or No
1. RNTH achievement goals in reading, reading comprehension, mathematics, and mathematics reasoning will reflect gains necessary to meeting Annual Measurable Objectives (AMO) for individual	State mandated assessment	Gains toward meeting AMO for growth and proficiency	Annually	78.81 (Benchmark)	45.14 (PARCC)	46.60 (Aspire)	39.61 (Preliminary)	<i>ACTAspire will be taken in spring 2018</i>	<a href="#">We do feel we have met the overall goal we set before ourselves. While we continue to have specific areas to address, we continue to make progress.</a>
	<b>Math Growth</b>			N/A (No Jrs)	70.79	76.23	75.60		

student growth and proficiency as defined by Arkansas Department of Education.	<b>Value Added Growth</b> <b>Letter Grade</b>				87 C (217)	86 B (260)			
2. RNTH attendance goals will meet or exceed state attendance rates as defined in ASCIP plans.	Attendance rate	Meet or exceed state attendance rate	Annually	No Data	98.61 State = 94.4	95.20 State = 94.4	95.37 State = 94.5	95.79	<a href="#">Yes, RogersNTHS has exceeded attendance rates each year.</a>
3. RNTH graduation rates will meet or exceed AMO for all students and targeted achievement gap groups.	Graduation rate	Meet or exceed AMO	Annually	No Data	No Data	No Data	97.5 (All) State = 87  95.1 (TAGG) State = 85.8		<a href="#">Yes</a>
4. RNTH will measure progress in improving student achievement using the new Tech Network School Success Rubric, evaluating the school's	New Tech Network School Success Rubric	Meeting indicators in categories of curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development,	Annually	School Success rubric categories changed in fall 2013. New sections include: learning outcomes, cultural	Received feedback after multiple onsite and virtual visits by New Tech Network coach for improvement.	Received feedback after multiple onsite and virtual visits by New Tech Network coach for improvement.	Rated an 'Exemplary School' by NTN in October 2016.	Application for National Demonstration School status for 2017/18 submitted...	<a href="#">Yes, attainment of National Demonstration site status signals success</a>

performance meeting indicators in these categories; curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development, financial, academic success, learning outcomes, and post-secondary.		financial, academic success, learning outcomes, post-secondary		outcomes, college & career outcomes.					
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1. RNTH achievement goals in reading, reading comprehension, mathematics, and mathematics reasoning, based on state mandated assessments under ACTAAP, will reflect gains necessary to meeting Annual Measurable Objectives (AMO) for individual student growth and proficiency as defined by Arkansas Department of Education.

Over the last five years there have been some dramatic changes in the tools used to assess student progress. Much of the language that existed and was utilized in 2013 has been replaced by new vocabulary and new assessments. A summary of our data indicates that at the end of year one as we tested all 300 learners (in 9<sup>th</sup> and 10<sup>th</sup> grade) our math scores (as measured on the Arkansas benchmark) were the lower than our peers within the district. At this time we were learning how to do project based learning (PBL). Our staff was focused on planning and implementing projects. Our primary focus was on seeing success in the model. Between year one and year two, we began to shift our focus to the learning within PBL. Our staff began to hone their craft and become strategic and more focused on the standards the projects were based in. Our state also had a change in assessment tools and we gave the PARCC exam. While the actual score decreased, our performance relative to our peers was now a mirror image of what it was. Student-learners at RogersNTHS were now outscoring their peers. In 2015/2016, the state of Arkansas again changed assessment tools and we started our relationship with ACTAspire. The results for RogersNTHS were the same. Our student-learners continued to outpace their peers across the state and locally. In 2016/2017, RogersNTHS saw a downward turn in our math scores. We are currently working to uncover the reason(s) for this dip in our learners

performance. Factors that may have impacted our scores include: more student learners tested overall, a larger percentage of English language learners, and/or the reading level of our Hispanic and/or English language learners.

Our English Language Arts scores show a similar trend of two years of continued improvement over the two year period of 2014/2016 with a less than 1 point drop in the scores for 2016/2017. RogersNTHS did have a large percentage of student learners show high levels of individual growth in ELA readiness in addition to having 75.6% of students meeting proficient or above.

2. RNTH attendance goals will meet or exceed state attendance rates as defined in ASCIP plans.

The initial student attendance rate for RogersNTHS was 98.61 with a student learner population of 298 students. In year two, the enrollment for RogersNTHS was 385 with an attendance rate of 95.20. Each year since the enrollment at RogersNTHS has increased while the attendance rate has also increased and the most current data shows an attendance rate of 95.79. (2015/2016 Enrollment – 541; 2016/2017 Enrollment – 637)

3. RNTH graduation rates will meet or exceed AMO for all students and targeted achievement gap groups.

As of the writing of this application, graduation rate data is 97.47 and is represented by our first graduating class (Class of 2016).

4. RNTH will measure progress in improving student achievement using the new Tech Network School Success Rubric, evaluating the school's performance meeting indicators in these categories; curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development, financial, academic success, learning outcomes, and post-secondary.

The New Tech School Success Rubric changed approximately six (6) months after the approval of our charter application. The revised 2013 version evaluates schools on performance indicators that include the following categories: learning outcomes including knowledge, skills, and attributes; cultural outcomes including connected, engaged, and challenged; and college & career outcomes including aware, eligible, and prepared. RogersNTHS uses this rubric to self-assess our effectiveness and ability to meet the needs of student-learners in each area within the three categories. RogersNTHS has also demonstrated success on the rubric as this is the document the New Tech Network utilizes to provide feedback on the national demonstration site application. RogersNTHS was able to show progress on the rubric at the 'successful' and 'highly successful' end of the rubric and was chosen by the New Tech Network as a National Demonstration Site.

The first of the three outcomes measured on the NTN school success rubric is learning outcomes. We began 'assessing' our school starting with year one against this rubric. In year one, we found that our projects were very interesting and "fun" for learners but we were losing sight of the academic rigor and alignment with standards and school-wide learning outcomes which was evidenced by the struggles of our students on state tests and the lack of consistency in scaffolding and assessing the other school-wide learning outcomes. We knew that our learners were capable of excellence, yet they underperformed the other two traditional high schools in our district on state tests. The facilitators were heartbroken because we knew that we were not the third best high school in town and we began the work of making adjustments. Our school-wide focus became the "L" in PBL and the emphasis was returned to learning, beginning with project development. We began to utilize the NTN project planning tool-kit for curriculum development to ensure that each project was rooted in standards. We also built in curriculum development days for humanities and science. A grassroots movement also began

for standards-based grading and was embraced by a majority of our facilitators. Learners became more aware of their level of mastery and areas of growth when it came to the standards as well, they were no longer kept secret and student ownership was facilitated through that process. In year two and year three we outperformed not only the other schools within our district, but most of the schools within the state, with the second best scores in literacy and fifth best in math. During years three and four, our staff also created school wide learning outcome rubrics for oral communication, written communication, collaboration, and agency. This allowed us to guarantee a grade level appropriate experience for our learners.

The second outcome cluster in the school success rubric concerns cultural outcomes. School and student culture was one of our focuses from the day we opened our doors. The belief that learners needed to feel connected, engaged, and challenged was so strong that we forged ahead with the reasoning that a strong culture would only improve our ability to help students be successful academically in the long run. We have continued to begin each year with a weeklong culture project that is an important piece of building the culture from day one.

Our director has told learners from the beginning that this is their school and their educational experience. Learners have organized most other events on campus, as well, including an annual lock-in and video game tournament. Learners quickly realized they had a voice! A great example is the addition of AP World History to our course catalogue. Learners at RogersNTHS wanted the opportunity to engage in AP World History. The student-learners garnered support of their fellow learners to get enough students to take the course. The following year, the enrollment was 4 sections, and last year the course has grown into 6 sections and in fall 2017, RogersNTHS has 10 sections.

Each year, RogersNTHS administers a culture survey to get the pulse of our student-learners. This allows the adults to get feedback from the student-learners about their experiences in our building and how we can work to make it better. We have also worked to create extraordinary experiences for our learners by including them in the development of who we are.

The third and final section on the school success rubric is the college and career readiness. Over the last three years my staff has worked to not only create a challenging classroom (RogersNTHS is listed as the 15<sup>th</sup> most challenging school in Arkansas by the Washington Post) but also provide student learners with experiences that are rooted in the adult work world. To that end, RogersNTHS has built a model of providing internship opportunities to kids that can be used by other schools in the region and state. By allowing for differentiation on when, where, and with whom these internship experiences happen, we have been able to respond to the needs of our community and our learners. We also have opportunities for our students to engage with the larger community service sector in Rogers. By engaging our learners with these service organizations, our learners begin to see how (in a real authentic way) they too can impact the larger world around them.

## **Part C: New Performance Goals**

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

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

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

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
<p><u>1.</u> RogersNTHS achievement in reading, English, writing, math, and science will exceed Arkansas state averages as reported by the Arkansas Department of Education</p>	<p><u>ACT Aspire</u> 9<sup>th</sup> &amp; 10<sup>th</sup> grades  <u>ACT</u> 11<sup>th</sup> Grade</p>	<p>Exceeds Arkansas state average in each area</p>	<p>Annually</p>	<p><u>Benchmark:</u> <u>Student growth data indicates (at least) average growth for all student learners.</u></p>	<p><u>Benchmark:</u> <u>Student growth data indicates (at least) average growth for all student learners</u>  <u>AND</u> <u>Data is trending up</u></p>	<p><u>Benchmark:</u> <u>Student growth data indicates (at least) average growth for all student learners.</u></p>	<p><u>Benchmark:</u> <u>Student growth data indicates (at least) average growth for all student learners.</u></p>	<p><u>Benchmark:</u> <u>Student growth data indicates (at least) average growth for all student learners</u>  <u>AND</u> <u>Data is trending up</u></p>
<p><u>2.</u> RogersNTHS graduation rate will exceed the state average for all students and for targeted achievement gap students.</p>	<p><u>Graduation Rate</u></p>	<p>Exceeds Arkansas state average</p>	<p>Annually</p>	<p><u>Benchmark:</u> <u>Graduation rate will exceed state average annually.</u></p>				<p><u>Benchmark:</u> <u>Graduation rate will exceed state average annually</u>  <u>AND</u> <u>Trend upwards...</u></p>

<p><b>3.</b> RogersNTHS attendance rate will meet or exceed the state attendance rate defined by ADE</p>	<p><b>Attendance Rate</b></p>	<p><b>Meets or Exceeds Arkansas defined attendance rate</b></p>	<p><b>Annually</b></p>					<p><b><u>Benchmark:</u></b> <b><u>Attendance rate exceeds the rate defined by ADE</u></b> <b><u>And</u></b> <b><u>Trending upwards</u></b></p>
<p><b>4.</b> RogersNTHS will maintain status as an Exemplary School as defined by NTN utilizing the School Success Rubric</p>	<p><b>School Success Rubric</b></p>	<p><b>Exemplary Status</b></p>	<p><b>Annually</b></p>	<p><b><u>Benchmark:</u></b> <b><u>National Demonstration Site status achieved.</u></b></p>				

## Section 3 – Waivers

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

### ROGERS NEW TECHNOLOGY HIGH SCHOOL APPROVED WAIVERS

<b>District LEA:</b>	04-05-000	<b>Elementary School LEA:</b>	n/a
<b>City:</b>	Rogers	<b>Middle School LEA:</b>	n/a
<b>Opening Date:</b>	Fall 2013	<b>High School LEA:</b>	04-05-703
<b>Grades Approved:</b>	9-12	<b>Expiration Date:</b>	06/30/18
<b>CAP:</b>	900	<b>Grades Served 2017-2018:</b>	9-12

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

6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

#### Waivers from ADE Rules Governing Standards for Accreditation

9.03.4.1	Requiring oral communication as part of the language arts curriculum
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
16.02	Media Services

#### **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.**

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-908

Ark. Code Ann. § 6-17-919

**Sections 15.03, 15.03.1, 15.03.2, and 15.03.3 of the Standards for Accreditation**

**Rationale:** A waiver for teacher license is requested. All of our teachers will be highly qualified in Arkansas if applicable; however, within those licensure requirements generally, we want to have the autonomy to hire the best the possible teachers, even if some of those applicants may not be certified in the content area taught. While Rogers Public Schools – and thus RogersNTHS – is committed to recruiting and hiring quality staff members who are certified in specific content areas it may be the best candidate does not possess all necessary certifications. The specific instance involves English and oral communications. RogersNTHS has approval to embed oral communications in English 10, however it may be the case the English teacher is not certified in oral communication. In this event the district would ensure the best English teacher in the classroom. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Arkansas Qualified status if applicable, and the successful

completion of criminal background and Child Maltreatment Registry checks. Every effort will be made for all unlicensed personnel to enter into alternative licensure programs and will complete licensure within a reasonable amount of time.

### **Part B: Waivers to Be Rescinded**

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

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

Rogers New Technology HS wishes to maintain all currently approved waivers.

### **Section 4 – Requested Amendments**

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

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

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

**If no charter amendments are requested, state this.**

There are no new amendments requested as a part of this renewal application.

### **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.

RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.