



**ARKANSAS
DEPARTMENT
OF EDUCATION**

District Conversion Public Charter School Renewal Application

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



Charter School: Washington Academy

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

Contact Information

Sponsoring Entity:	Texarkana Arkansas School district
Name of Charter School:	Washington Academy
School LEA #	4605703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Terry Taylor 1900 Marietta Street Texarkana, AR 71854 870-772-4792/903-809-9179 870-774-2185 Terry.taylor@tasd7.net
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Larry Manley 3435 Jefferson Avenue Texarkana, AR 71854 903-276-0002 870-773-2602

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

Renewal Application Approval Date by the School/Entity Board(s) 9/26/2017

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.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

Board Governance and Operations:

1.1 – LEGAL STATUS OF THE BOARD OF DIRECTORS

By the authority of Article 14 of the Arkansas constitution, the General Assembly has provided that locally elected school boards will be responsible for the lawful operation and maintenance of its local schools.

While the Board has a broad range of powers and duties, its individual members only have authority when exercising their responsibilities in a legally convened meeting acting as a whole. The sole exception is when an individual member has been delegated authority to represent the Board for a specific, defined purpose. In matters such as personnel, discipline, expulsions and student suspensions initiated by the Superintendent, the Board serves as a finder of fact, not unlike a jury. For this reason, the Board should not be involved in or, to the extent practicable, informed of the facts or allegations of such matters prior to a board hearing or those disciplinary matters in which the Board could become involved.

It is the policy of the Texarkana School District, No. 7, Miller county, Arkansas, School Board that its actions will be taken with due regard for its legal responsibilities and in the belief that its actions shall be in the best interests of its students and the District as a whole.

Board members are elected by the public of Texarkana, Arkansas by various zones established by the city. Board members must be residence of Texarkana Arkansas.

Legal Reference A.C.A & 6-13-620

1.7 – POWERS AND DUTIES OF THE BOARD

The Texarkana Arkansas School Board No. 7, Miller County, Arkansas Board of Education, operating in accordance with state and federal laws, assumes its responsibilities for the operation of Texarkana Public Schools. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effect administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision, mission, and direction of the District;
2. Understanding and abiding by the proper role of the Board of Directors through study and by obtaining the necessary training professional development;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board’s policies;
4. Conducting formal and informal evaluations of the Superintendent annually or no less often than prior to any contract extension;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
6. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades of schools are offered and taught;

7. Reviewing, adopting, and publishing the District's budget for the ensuring year;
8. Being responsible for providing sufficient facilities, grounds, and property and ensuring they are managed and maintained for the benefits of the district;
9. Monitoring District finances and receiving, reviewing and approving each annual financial audit;
10. Understanding and overseeing District finances to ensure alignment with the District's academic and facility needs and goals;
11. Visiting schools and classrooms when students are present no less than annually;
12. Setting an annual salary schedule;
13. Being fiscally responsible to the District's patrons and maintaining the millage rate necessary to support the District's budget;
14. Involving the members of the community in the District's decisions to the fullest extent practicable; and
15. Striving to assure that all students are challenged and are given an equitable educational opportunity.

Legal References: A.C.A. & 6-13-620, 622

1.8 – GOVERNANCE POLICY

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

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

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

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

Part B: Disclosure Information

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

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

Washington Academy is not in any contract, lease, or employment agreement with any party in which any charter administrator, board member, or an administrator’s family member or board member’s family member has or had a financial interest.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Larry Manley 5601 Cliffwood Dr. Texarkana, AR 71854		None
Anita Clay 2111 Capitol Road Texarkana, AR 71854		None
Glen Spears 4202 Morningvue Dr. Texarkana, AR 71854		None
Roger Douglass 1024 MC 233 Texarkana, AR 71854		None
Jesse Buchanan 2021 Hickory /street Texarkana, AR 71854		None
Vickie Lacy 1108 Ash Street Texarkana, AR 71854		None
Laney Harris 2005 Stephanie Texarkana, AR 71854		None

Duplicate this page, if necessary.

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

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

The mission of Washington Academy is to provide a learning environment to increase the achievement of at-risk students in grades nine through twelve by providing alternative education through a Personalized Education Plan (PEP) for each student for anywhere, anytime learning.

Washington Academy has assisted in maintaining its mission with 185 at-risk students to be able to obtain their high school diploma by providing an alternative education environment that is designed to be the “perfect fit” for the needs of at-risk learners. The achievement level of these students have been increased through the Personalized Education Plan (PEP) for each student based on the individual academic and social needs.

Washington Academy will continue to provide the educational needs as a District Conversion Charter, an alternative program for at-risk learners in grades 7-12, to increase the graduation rate for the Texarkana Arkansas School District and to decrease the drop-out rate for the Texarkana Arkansas School District.

Part B: Current Performance Goals

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

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

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

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. Meet AYP and Common Core goals for Literacy	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 59.91 2015: 64.36 2016: 68.82 2017: 73.27	Annually	N/A	N/A	No longer using Common core assessment State changed to ACT Aspire 12.12%	No longer using Common core assessment State changed to ACT Aspire 33.33%	We are in Year 5	No
2. Meet AYP and Common Core goals for Literacy for TAGG	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 50.86 2015: 56.32 2016: 61.78 2017: 67.24	Annually	N/A	N/A	No longer using Common core assessment State	No longer using Common core assessment State	We are in Year 5	No

						changed to ACT Aspire 8.70%	changed to ACT Aspire 24.00%		
3. Meet AYP and Common Core goals for Math	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 69.25 2015: 72.67 2016: 76.08 2017: 79.50	Annually	N/A	N/A	No longer using Common core assessment State changed to ACT Aspire	No longer using Common core assessment State changed to ACT Aspire	We are in Year 5	No
4. Meet AYP and Common Core goals for Math for TAGG	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 62.22 2015: 66.41 2016: 70.61 2017: 74.81	Annually	N/A	N/A	No longer using Common core assessment State changed to ACT Aspire	No longer using Common core assessment State changed to ACT Aspire	We are in Year 5	No
5. Increase graduation rate: The graduation rate goal will be 83.73%. In the 2017-2018 school year, the graduation rate goal will increase to 86.99%.	Graduation rate	2014: 73.96 2015: 77.22 2016: 80.47 2017: 83.73	Annually	N/A District 83.9	N/A District 73.2	N/A District 79.5	Washington Academy 56.88 District	We are in Year 5	Yes

6. Increase graduation rate for TAGG	Graduation rate	2014: 73.91 2015: 77.17 2016: 80.44	Annually	N/A District 83.1	N/A District 74.3	N/A District 79.8	Washington Academy 62.22	We are in Year 5	Yes
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1. Meet AYP and Common Core goals for Literacy

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

Washington Academy did not meet AYP but will continue to show growth or progress on the ACT Aspire English and Reading exams. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report;
Documentation ACT Aspire

2. Meet AYP and Common Core goals for Literacy for TAGG

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

Washington Academy did not meet AYP for TAGG but will continue to show growth or progress on the ACT Aspire English and Reading exams. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report
Documentation ACT Aspire

3. Meet AYP and Common Core goals for Math

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

Washington Academy did not meet AYP but will continue to show growth or progress on the ACT Aspire Math exam. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report
Documentation ACT Aspire

4. Meet AYP and Common Core goals for Math for TAGG

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Documentation ACT Aspire

5. Increase graduation rate: The graduation rate goal will be 83.73%. In the 2017-2018 school year, the graduation rate goal will increase to 86.99%.

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

Washington Academy has graduated 185 students in four years showing an increase in the number of students graduating for T ASD. All students attending Washington Academy are at-risk students, so for any to be successful and graduate is a plus. 90% of the graduates would not have been able to graduate in the traditional environment.

Yearly breakdown of graduates:

2013-14 – 36 graduates Year 1;

2014-15 – 44 graduates Year 2;

2015-16 – 53 graduates Year 3;

2016-17 – 52 graduates Year 4;

Total Graduates: 185

Future plans for Washington Academy graduates:

2013 – 2017 – College $131/185 = 70\%$

Military – $17/185 = 9\%$

Workforce – $29/185 = 16\%$

All Washington Academy seniors are requires to apply to a college, technical, or vocational school

Documentation is attached in the 2017 ESEA School Report

Documentation Texarkana School District School Performance Indicator

6. Increase graduation rate for TAGG

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

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Documentation is attached in the 2017 ESEA School Report

Documentation Texarkana School District School Performance Indicator District

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.

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

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Increase the Graduation rate	Graduation	Graduation rate	Each School year	30 students graduating	30 students graduating	30 students graduating	30 students graduating	30 students graduating
2. Decrease the Drop Out rate	Graduation	Drop-out rate	Each School year	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District
3. Improved the ACT Aspire	ACT Aspire	Increase in scores by 10%	Each School year	43.33	53.33	63.33	73.33	83.33

scores in Literacy								
<u>4.</u> Improved the ACT Aspire scores in Math	ACT Aspire	Increase in scores by 10%	Each School year	23.33	33.33	43.33	53.33	63.33
5. Improved the ACT Aspire scores in Science	ACT Aspire	Increase in scores by 10%	Each School year	33.33	43.33	53.33	63.33	73.33

Section 3 – Waivers

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

WASHINGTON ACADEMY APPROVED WAIVERS

District LEA:	46-05-000	Elementary School LEA:	n/a
City:	Texarkana	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	46-05-703
Grades Approved:	9-12	Expiration Date:	06/30/18
CAP:	160	Grades Served 2017-2018:	9-12

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

6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-203	Committees on personnel policies—Members
6-17-309	Certification to teach grade or subject matter—Exceptions— Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-18-211	Students in grades nine through twelve—Mandatory Attendance

Waivers from ADE Rules Governing Standards for Accreditation

10.01.4	Planned instructional time
15.03	Licensure and Renewal

Waivers from Other

Rules:

ADE Rules Governing Educator Licensure

Part A: New Waiver Requests

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

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font.

Washington Academy request no new waivers.

Part B: Waivers to Be Rescinded

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

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

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

Washington Academy wishes to maintain all currently approved waivers.

Section 4 – Requested Amendments

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

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

- Amendment request to change grade levels from serving 9-12 to serving 7-12; Budget Projections:

The Texarkana Arkansas School District will absorb all cost associated with adding grades 7-8 to the campus of Washington Academy Charter School. The cost includes adding one certified teacher which is a cost of approximately \$ 56,000.00 per year.

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

If no charter amendments are requested, state this.

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

Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

Washington Academy Charter is a District conversion charter school and will not have an adverse effect or impact on the Texarkana Arkansas Public School District because we are a part of said District. We will comply with all court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

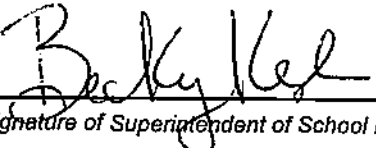
Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools and will have no impact on those desegregation efforts already in place in the Texarkana Arkansas School district.

**RENEWAL APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

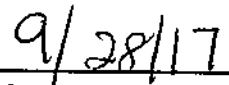
The signature of the superintendent of the school district requesting renewal of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by the following statements:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

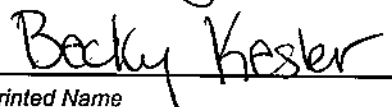
8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District



Date



Printed Name

2017 ESEA SCHOOL REPORT

WASHINGTON ACADEMY

District: TEXARKANA SCHOOL DISTRICT
 Superintendent: BECKY KESLER
 Grades: 7 - 12
 Enrollment: 110

Principal: TERRY TAYLOR
 Attendance: 78.14
 Poverty Rate: 58.18

LEA: 4605703
 Address: 1900 MARIETTA STREET
 TEXARKANA, AR 71854
 Phone: (870) 772-4792

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	45	46	97.83	45	46	97.83
Targeted Achievement Gap Group	34	34	100.00	34	34	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	36	37	97.30	36	37	97.30
Hispanic/Latino	0	0	0.00	0	0	0.00
White	8	8	100.00	8	8	100.00
Economically Disadvantaged	34	34	100.00	34	34	100.00
English Learners	0	0	0.00	0	0	0.00
Students with Disabilities	0	0	0.00	0	0	0.00

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	4	10	33	30	12.12	33.33	22.22
Targeted Achievement Gap Group	2	6	23	25	8.70	24.00	16.67
ESEA Subgroups	# Achieved	# Tested	Percentage		Two year Composite		
Black or African American	2	5	26	23	7.69	21.74	14.29
Hispanic/Latino	0	0	2	0	0.00	0.00	0.00
White	2	5	3	6	66.67	83.33	77.78
Economically Disadvantaged	2	6	22	25	9.09	24.00	17.02
English Learners	0	0	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	4	0	0.00	0.00	0.00

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	3	4	33	30	9.09	13.33	11.11
Targeted Achievement Gap Group	1	0	23	25	4.35	0.00	2.08
ESEA Subgroups	# Achieved	# Tested	Percentage		Two year Composite		
Black or African American	0	0	26	23	0.00	0.00	0.00
Hispanic/Latino	0	0	2	0	0.00	0.00	0.00
White	3	4	3	6	100.00	66.67	77.78
Economically Disadvantaged	1	0	22	25	4.55	0.00	2.13
English Learners	0	0	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	4	0	0.00	0.00	0.00

2016 SCHOOL FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
	All Students	33	73	45.21
Targeted Achievement Gap Group	20	43	46.51	62.22
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	20	45	44.44	59.81
Hispanic/Latino	1	1	100.00	66.67
White	12	25	48.00	54.35
Economically Disadvantaged	19	42	45.24	62.07
English Learners	0	0	0.00	
Students with Disabilities	2	2	100.00	85.71

**2017 ESEA SCHOOL REPORT
WASHINGTON ACADEMY**

District: TEXARKANA SCHOOL DISTRICT
 Superintendent: BECKY KESLER
 Grades: 7 - 12
 Enrollment: 110

Principal: TERRY TAYLOR
 Attendance: 78.14
 Poverty Rate: 58.18

LEA: 4605703
 Address: 1900 MARIETTA STREET
 TEXARKANA, AR 71854
 Phone: (870) 772-4792

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

ENGLISH

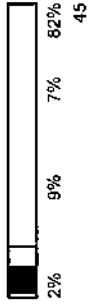
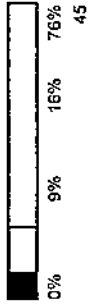
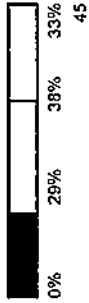
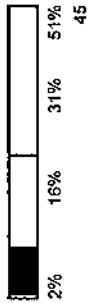
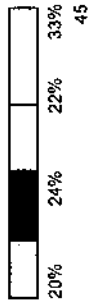
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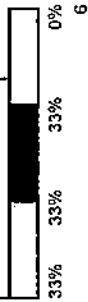
SCIENCE

MATH

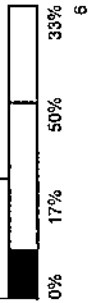
**WASHINGTON
ACADEMY**



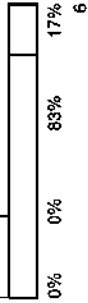
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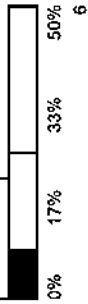
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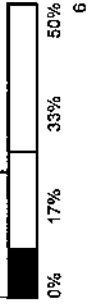
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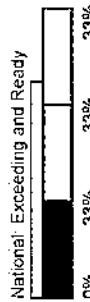
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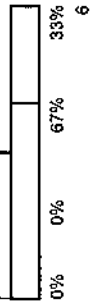
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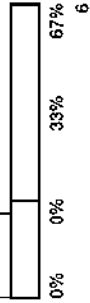
Grade 8



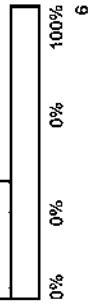
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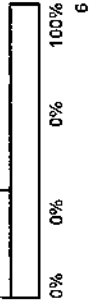
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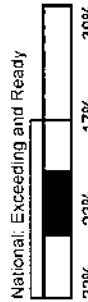
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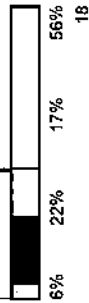
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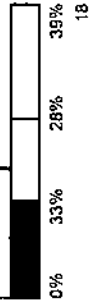
Grade 9



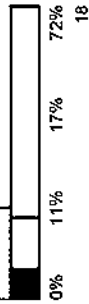
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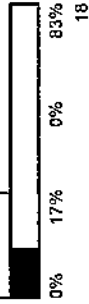
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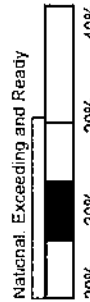
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National: Exceeding and Ready



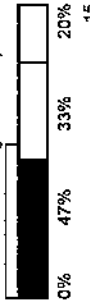
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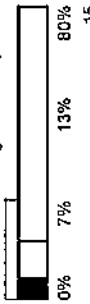
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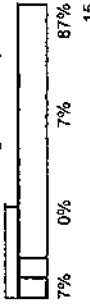
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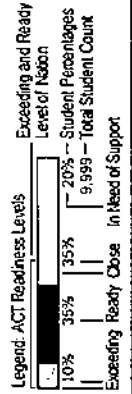
National: Exceeding and Ready



National: Exceeding and Ready



SUBJECT FOCUS Better proficiency in Writing may improve scores.
ACT Aspire Writing Assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.



Highest Subjects ← → Lowest Subjects

ENGLISH

READING

WRITING

MATH

SCIENCE

WASHINGTON ACADEMY



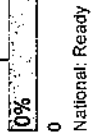
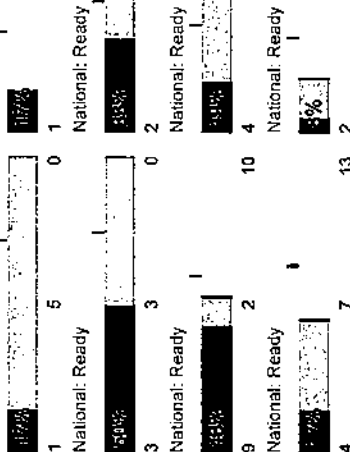
National: Ready

National: Ready

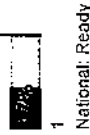
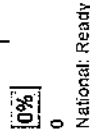
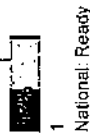
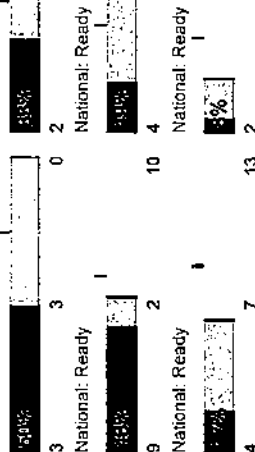
National: Ready

National: Ready

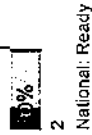
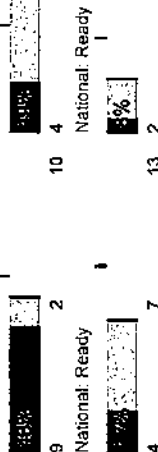
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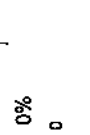
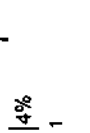
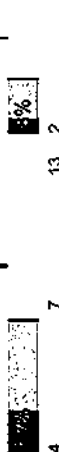
Grade 8



Grade 9



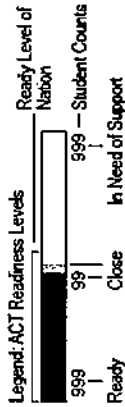
Grade 10



SUBJECT FOCUS Better proficiency in Science may improve scores.

ACT Aspire Science Assessments assess students' science practices using real-world scientific scenarios. Scenarios in upper-grade assessments include student investigations, formal scientific research, formal scientific data from references, and students or scientists providing competing explanations for real scientific phenomena. At the earlier grades, topics generally focus on everyday student discovery rather than formal science.

Results for groups with 4 or fewer students are not shown



Texarkana School District - 4605000
 INDICATOR: School Performance

	2015-2016					
	School	District	State	School	District	State
Graduation Rate (*State Goal 85%)						
Graduation Rate Combined		83.9 %	86.9 %		73.2 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		83.1 %	82.9 %		74.3 %	81.9 %
Graduation Rate African American		81.8 %	81.0 %		68.9 %	77.5 %
Graduation Rate Hispanic		85.7 %	84.5 %		94.4 %	84.5 %
Graduation Rate Caucasian		85.3 %	89.3 %		76.5 %	87.4 %
Graduation Rate Economically Disadvantaged		82.6 %	82.7 %		74.4 %	81.7 %
Graduation Rate Students with Disabilities		78.3 %	83.1 %		75.0 %	81.9 %
Graduation Rate Limited English Proficient		RV	84.1 %		RV	85.9 %
Grade Inflation Rate (EOC)		7.8 %	7 %		---	---
Grade Inflation Rate (ACT)		44.70 %	32.70 %		39.30 %	32.80 %
College Remediation Rate		60.7 %	45.4 %		59.6 %	54.2 %
Enrollment						
October 1 Enrollment		4,260	474,995		4,321	476,083
					4,270	476,049