

# **HARRISON HIGH SCHOOL**

**CHARTER INTERNAL  
REVIEW COMMITTEE  
REVIEW AND APPLICANT  
RESPONSES**

# Arkansas Department of Education

## District Conversion Charter School 2016 Application

### SCORING RUBRIC

#### PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

##### **Evaluation Criteria:**

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

#### PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

##### **Evaluation Criteria:**

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

##### **Concerns and Additional Questions:**

- Explain how the process of students in choosing concurrent credit opportunities, leading to the associate's degree will be facilitated and who will be responsible for overseeing that process.
- Provide documentation of any written agreements with North Arkansas College, businesses partners, and industry partners.

##### **Applicant Response:**

- High School counselors will oversee this process. They will meet with parents during Parent Night, Parent/Teacher conferences, CAPs conferences, and/or individually to explain the various options and opportunities.
- Documentation of written agreements are attached.

**PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER**

**C1: PUBLIC HEARING RESULTS**

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

**Evaluation Criteria:**

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

**Fully Responsive**

**Concerns and Additional Questions:**

- Provide the newspaper clipping of the public hearing, displaying the date of the publication.

**Applicant Response: Attached.**

**C2: MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

**Evaluation Criteria:**

- A mission statement that is clear and succinct

**Fully Responsive**

**C3: EDUCATIONAL NEED**

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

**Evaluation Criteria:**

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

## C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

### Fully Responsive

#### Concerns and Additional Questions

- Given that high school science standards will be fully implemented during the 2018-19 school year, provide a goal tied to science for that year and the following years.

### Applicant Response:

- **GOAL:** Exceed the state average in Science on the ACT Aspire assessment
- **ASSESSMENT INSTRUMENT FOR MEASURING PERFORMANCE:** ACT Aspire
- **PERFORMANCE LEVEL THAT DEMONSTRATES ACHIEVEMENT:** Exceed state average
- **WHEN ATTAINMENT OF THE GOAL WILL BE ASSESSED:** Annually

## C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

### Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

### Fully Responsive

#### Concerns and Additional Questions:

- Confirm that course approval will be sought for college algebra or add another math course at the 400,000 level the ADE course approval process.

### Applicant Response:

- We also offer Calculus and AP Calculus. College Algebra is offered through North Arkansas College as a concurrent credit opportunity on our campus. These options assure that students are receiving all 6 required math courses.

## **C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES**

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

### **Evaluation Criteria:**

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

**Fully Responsive**

## **C7: EDUCATIONAL PROGRAM**

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### **Evaluation Criteria:**

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

**Fully Responsive**

### **Concerns and Additional Questions:**

- Provide documentation of the Harrison School Foundation grant and the Boone County Economic Development Corporation commitment.
- Explain how economically disadvantaged students will afford to participate in concurrent credit programs, given the associated student cost.
- Provide any formal written agreement that exists with North Arkansas College, Arkansas Tech University, and Virtual Arkansas and HSCC.

### **Applicant Response:**

- Documentation of the Boone County Economic Development Corporation commitment is attached.
- The Harrison School Foundation Grant fund was applied for, but was not received. Therefore, the district operating budget funds covered the amount of the grant (\$3,000).
- North Arkansas College as part of the College Bound Now program consults with all high school students who are required to complete the Free Application for Federal Student Aid (FAFSA) as part of the College Bound Now program. Resulting PELL grant funds may be applied to high school concurrent credit tuition costs. Concurrent credit opportunities are

also offered for free through Arkansas Early College program which partners with Arkansas Tech University.

- Documentation of formal written agreements are attached.

## **C8: CHARTER MODEL**

### **Evaluation Criteria:**

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

## **C9: AUTONOMY**

### **Evaluation Criteria:**

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

**Fully Responsive**

## **C10: SCHOOL IMPROVEMENT PLAN**

### **Evaluation Criteria:**

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## **C11: CURRICULUM ALIGNMENT**

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

### **Evaluation Criteria:**

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C12: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

### Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

### Fully Responsive

#### Concerns and Additional Questions:

- Confirm that appropriate accommodations for state assessments will be provided to students with disabilities.
- Explain how students without personal transportation will be able to attend vocational programs that are located off site.

#### Applicant Response:

- Students with disabilities will be provided appropriate accommodations for state assessments as required by both state and federal law.
- School transportation will be provided to students to attend vocational programs that are located off site. In some instances, the instructor may come to our campus to provide programs.

## C13: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

### Fully Responsive



**Concerns and Additional Questions:**

- Verify that the report will be in the newspaper and will be presented to the school board in a regularly scheduled public board meeting separately from the district’s annual report to the public.

**Applicant Response:**

- The Annual Progress Report will be in the newspaper and will be presented to the school board in a regularly scheduled public board meeting separate from the district’s annual report to the public.

**C14: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

**Evaluation Criteria:**

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

**Fully Responsive**

**C15: PRIOR CHARTER INVOLVEMENT**

**Evaluation Criteria:**

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter; and
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

### Fully Responsive

### Concerns and Additional Questions:

- Confirm that vocational programming will be paid through vendors and not provided through direct instruction from teachers employed by the school.

### Applicant Response:

- Currently, we have a vocational staff that covers vocational areas of agriculture, family and consumer science, marketing, business, and broadcast journalism. Additional vocational programming may be added through local vendor instruction which really means local business professionals who are considered industry experts may provide coursework relating to their expert field of instruction. Individuals from Pace Industries, Wabash, North Arkansas College, and Harrison High School were trained in July, 2016, on MSSC course delivery, took and passed the certification exam which was paid for by the Boone County Economic Development Corporation. Therefore, a pool of instructors exists to offer this program on the Harrison High School campus.

## C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

### Fully Responsive

## **C18: FACILITIES**

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

### **Evaluation Criteria:**

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## **C19: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

### **Evaluation Criteria:**

- A food service plan that will serve all eligible students; and
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## **C20: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### **Evaluation Criteria:**

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

**Fully Responsive**

## C21: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

### Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

### Fully Responsive

### Concerns and Additional Questions

- Provide the sustainability plan, moving forward.

### Applicant Response:

- The district has adequate resources within its operating budget to sustain this plan moving forward. The fiscal integrity of the District is solid.
- The District has maintained a consistent and slightly increasing operational fund balance since 2010-2011. For 2015-16 it was \$1,741,253.89. In addition, extra reserves have been transferred to the building fund each year. Most recently, during the 2015-2016 school year, the District transferred \$1.2 million in reserves and still maintained its increasing operating carryover.
- No new faculty or facilities are required to implement the Charter. The District will complete a massive construction remodel and addition to the High School fall, 2017. This was paid for through a 4.9 millage increase which is more than adequate to cover the cost of construction. Therefore, not only is the current facility adequate for Harrison's student population but growth can also be accommodated.
- The District plans to utilize ADM funding for each student enrolled in the program. The current amount is \$6,646 with adjustments as per legislative allocation each year.
- The District's local property tax revenue increased approximately \$200,000 during 2015-2016 over the previous year at 98% URT on the first 25 mills. The increase in assessed property behind each student coupled with increases in millage rate translates to an approximate \$1.8 million transfer from debt service in the form of surplus to M&O annually. The District's 5-year average collection rate on mills above 25 is healthy at 95.24%.

## C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### Concerns and Additional Questions

**See legal comments.**

## C23: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

### Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter’s mission

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### Concerns and Additional Questions

**See legal comments.**

# **LEGAL REVIEW OF WAIVER REQUESTS AND RESPONSES**

Harrison High School

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

**Harrison High School  
Waivers Requested in Original Application  
2016 District Conversion Charter Application**

**I. Instructional Day/Mandatory Attendance**

**Ark. Code Ann. § 6-16-102**

**Ark. Code Ann. § 6-18-210**

**Ark. Code Ann. § 6-18-211**

**Section 10.01.4 of the Standards for Accreditation**

**Section 3.04 of the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12**

*These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application. Recent workforce planning grant opportunities have provided the platform for stakeholders (Harrison Public School, North Arkansas College, Harrison Chamber of Commerce and Industry Partners) to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work. One thing is clear, education cannot continue to be, "the way we've always done things."*

*Therefore, Harrison High School Conversion Charter will implement a personalized learning program within an expanded school day, to provide a flexible and extended instructional day in a teacher facilitated personalized learning environment alongside expanded industry certification and concurrent credit opportunities to increase student engagement and achievement for college and career preparation. The student focused, personalized instruction, and curriculum will be accessible to students anytime-anywhere with the use of 1: 1 technology. Personalized learning will allow the student the opportunity to customize their schedule by controlling their time, pace, place or path. Doing so does not mean that such a student would not then have unintentional "free" time in his/her schedule, but rather there would be a reallocation of instructional time throughout the day.*

*Our school will provide a quality education to best meet the academic goals and levels of each student as agreed upon with the student's mentor. This flexible learning path encourages students to obtain a two-year associates degree prior to high school graduation and/or market-driven career/Workforce programs of study and industry certifications to maximize their individual income potential wherever their careers may take them.*

*The program will accept all students legally enrolled in the district who apply to be part of the program. In the event more students, desire to participate than the program can accommodate, a random anonymous lottery will be held. Once a student is selected via the lottery, he or she is*

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*guaranteed placement in the program for the duration of the program unless he or she leaves voluntarily or is removed for discipline or attendance issues in accordance with the student handbook policies.*

*The District is asking for these waivers to include students in grades 9-12. School administrators, teachers, board president, industry partners, local college representatives and members of the Office of Innovation visited and toured successful locations such as Salt Lake City's Early College High School, West Bend High School in Wisconsin, Siloam Springs Career Academy, Fox Valley Technical College, and others. Born out of those exposures as well as extensive research and stakeholder partnership meetings, is the personalized learning program we propose.*

*The use of Learning Management Software, classroom resources, multidisciplinary project-based learning projects, and student progress monitoring systems, by teachers fully certified in their core areas, will enhance the engagement and competency attainment of our students.*

*Students will check in as early as 7:30 a.m. to a time station that will then electronically notify their parents of their arrival on campus. Conversely, students may check out of the school day as late as 4:30p.m. This notification system will expand parent involvement and touch upon one of the many soft skills our area employers are requesting. With this expansion of the day, students will go from a maximum of 375 daily instructional minutes to 452 available instructional minutes.*

*Each student will have an assigned teacher as mentor to review adequate progress in each core content area. Students will attain various progress levels that will translate to personalized responsibility levels while on campus - again encouraging soft skills attainment. Through these 1:1 mentoring sessions as well as classroom meetings, students will have the opportunity for content delivery through traditional as well as blended means. This will allow students to excel in the ways they learn best.*

*Concurrent and articulated credit offerings are expanding through the District's partnership with North Arkansas College and other post-secondary institutions, alongside Harrison's major employers, have developed new learning opportunities. PACE Industries recently donated \$20,000 in annual scholarships and equipment to increase manufacturing training for area students. Other industry certifications such as A+ Comp Tia Computer Technician have also been implemented. Development continues to potentially offer Manufacturing Skill Standards Council (MSSC) Certified Production Technician and Certified Logistics Technician certification courses as early as fall, 2016. Access to these programs during the school day is expanded with the flexible personalized learning program Harrison proposes.*

**Legal Comments:** Applicant will need the entire set of ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 instead of just a section. Additionally, Applicant has requested waivers of the 6-hour days; however, ADE Legal is uncertain whether students will still meet a minimum of 30 hours a week. If not, a waiver of section 14.03 of the Standards for Accreditation is also needed to effectuate these waivers.



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**Applicant Response:**

*Harrison requests a waiver of Section 14.03 of the ADE Standards for Accreditation Rules and the ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades 9 – 12.*

*These waivers pertain to students making adequate progress within the Personalized Learning Environment, attending job shadowing or internship activities, concurrent credit/college course offerings, and/or approved digital course offerings.*

*It is entirely possible that students may attend beyond the minimum of 360 minutes in order to master the content. However, there may also occasionally be the student that masters course content in less than the 360 minutes. In these cases, the student may then wish to devote time to such things as personal pursuits, job shadowing, internship opportunities, college credit or the workplace.*

**Remaining Issues: None**

**2. Licensure**

**Ark. Code Ann. § 6-15-1004**

**Ark. Code Ann. § 6-17-309**

**Ark. Code Ann. § 6-17-401**

**Ark. Code Ann. § 6-17-919**

**Section 15.03 of the Standards for Accreditation**

**ADE Rules Governing Educator Licensure**

*These waivers were previously approved spring, 2016 under Act 1240. The school now seeks to roll these waivers into the Charter Application.*

*Harrison began having students as young as 7th grade take and pass the A+ Comp Tia Computer Technician Certification Test during the 2015-2016 school year. This was initially done under the Junior High EAST Program Classroom Teacher's licensure umbrella with District Computer Technician, Austin Bright, the facilitator. Mr. Bright is working to complete his bachelor's degree with 13 years of industry related service in the IT field. North Arkansas College has deemed him qualified to teach the same course at their campus. Harrison sought and received waivers through Act 1240 to implement this course as a means to industry certification without the limited enrollment of EAST involvement. Until such time as ACE approval, proper certification is attained and/or the course is folded within an approved Conversion Charter Application, the district was given permission to give local course credit in the form of electives with Mr. Bright as classroom teacher of record for the computer related*

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*course(s) for grades 7-12.*

*Through this Charter application, the district seeks to roll such waiver approval into its conversion charter application for grades 9-12.*

*Additionally, Harrison received an Act 1240 waiver to have other area industry experienced instructors teach introductory courses in manufacturing and healthcare related fields. PACE Industries and North Arkansas Regional Medical Center are both major employers in our District. They are also a partner in the Workforce Planning Grant and Implementation Grant submission. Pace recently donated training equipment to North Arkansas College as well as \$20,000 in scholarship opportunities for area students. The district has sent students to "manufacturing day" activities and summer programs/camps geared toward expanding interest in manufacturing and health related careers. Harrison and PACE representatives toured Wisconsin's West Bend High School and Lakeshore Technical College where partnership training programs between industry and area schools were well established. Conversations continue over the possibility of putting introductory local credit courses such as Precision Measurement, CNC, Introduction to GADD, Manufacturing Technologies and/or Certified Nurse Assistant related courses into the students' school day, potentially taught by industry acknowledged experts in their career field.*

*As with the A+ and other Computer related courses, until such time as ACE approval, proper certification is attained and/or the courses are folded within an approved Conversion Charter Application, the district received Act 1240 waivers to give local course credit in the form of electives with industry experts as classroom teachers of record for local board approved course(s) in manufacturing technologies and/or healthcare related fields.*

*Finally, a new partnership with FedEx Freight is forming with the option of MSSC Certified Logistics Technician beginning to take shape. The district continues to work on developing and enhancing more business partnerships and relationships.*

*Currently, these courses are being offered and developed under Act 1240 waivers as local elective credit. The district seeks to obtain course approval through the Department of Education and development of new career completer networks as GTE courses that respond to local employer needs and the attainment of marketable skills for our scholars which may lead to diploma credit.*

**Legal Comments:** None

**Remaining Issues:** In order to effectuate these waivers, a waiver of Ark. Code Ann. § 6-17-902 is also needed.

### **3. Grading Scale**

**Ark. Code Ann. § 6-15-902(a)**

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### Section 12.02 of the Standards for Accreditation

#### ADE Rules Governing Uniform Grading Scale for Secondary Students

*Currently a student can receive an "F" or "D" with 60% or less percentage points and move on to other content, whether they have achieved academic content knowledge or not. Within the Personalized Learning Program, the high school proposes setting a minimum 70% threshold for advancement within each HALO course delivered.*

*The 70% threshold was approved previously under Act 1240.*

*As Competency-Learning and its relation to Carnegie Units is developed, appropriate adjustments to grading policies will be developed.*

**Legal Comments:** None

**Remaining Issues:** None

#### **4. Attendance/Digital Learning**

##### **Ark. Code Ann. § 6-18-213**

*In addition to the previous waiver topic under High School Flexible Schedule (Arkansas Code Annotated Section 6-16-201; Standards for Accreditation Rules Section 10.01.4, and ADE Rules Governing Mandatory Attendance for Grades 9-12 Section 3.04), the district requested and was granted to encompass grades k-12 as they relate to Digital Learning Days.*

*From time to time, schools must be closed due to exceptional or emergency circumstances. Also, 21<sup>st</sup> century learners need exposure to true digital learning experiences. Finally, the world of work increasingly requires their employees to have the discipline to work from home.*

*For these varied reasons, the District seeks permission, 9-12, to prepare learning packets and personalized learning opportunities for each student to ensure that learning continues during a maximum of two such days annually. Through the use of technology, Internet resources, District email, Remind 101 and other applications, students can continue their learning whether at home or at school. Teachers will monitor email, their Google Classroom platforms, etc. to keep in contact with students and facilitate their learning further. Packets will be prepared for all students in the instance that Internet is not available. Upon return to the regular school day, teachers will grade each student's body of work and assign grades appropriately. The completion of these packets will constitute attendance and count toward a maximum of two of the 178 instructional days as well as fulfilling up to two of the teacher's 190 days contract.*

**Legal Comments:** None

## Remaining Issues: None

### 5. Carnegie Units/Clock Hours

#### Sections 9.03.3.11 and 14.03 of the Standards for Accreditation

*The charter will determine academic success by each student's ability to demonstrate mastery of content and skills without regard to length of the course as measured by clock hours. This type of self-paced instruction is referred to as mastery learning or competency-based learning. Rather than logging 120 clock hours before progressing to the next course, students must demonstrate proficiency of essential competencies. District-designed competencies are based on Arkansas curriculum standards. The required 38 units will be taught Competency-based learning provides students the opportunity to complete a course by demonstrating mastery with fewer than 120 clock hours in a course (6-16-124(a)(2)). Conversely, students will be able to take more time to reach proficiency and will not be required to move to the next level inadequately prepared.*

*As students transition into a system where all coursework is described in terms of demonstrating proficiency, the importance and relevance of content becomes clear to each student.*

*Competencies will be created and implemented. Competencies will meet the most rigorous level. To guide competency development, nationally recognized rubrics, such as the New Hampshire Competency Validation Rubric, will be used. Competencies will:*

- 1) Align with national, state, and local standards; areas may be combined or clustered for learning.*
- 2) Clearly and descriptively articulate importance in understanding the content area.*
- 3) Connect content to higher concepts across other content areas.*
- 4) Include skills that are transferable across content areas and applicable to real-life situations.*
- 5) Require an understanding of relationships among theories, principles, or concepts.*
- 6) Require a deep understanding and an application of knowledge to a variety of settings.*
- 7) Ask students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of context.*
- 8) Promote complex connections through creating, analyzing, designing, proving, developing, or formulating.*
- 9) Define what is to be measured in clear and descriptive language.*
- 10) Promote multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.*

**Legal Comments:** Section 9.03.3.11 is the requirement for Arkansas history and doesn't relate to Applicant's rationale on clock hours and competencies. Applicant should confirm it intended to request a waiver of this section, or provide the correct section it is requesting that relates to its intended purpose.

**Applicant Response:** *Harrison withdraws its request to waive Section 9.03.3.11 of the ADE Standards for Accreditation Rules as well as 6-16-124(a)(2) as these pertain specifically to*

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### *Arkansas History.*

**Remaining Issues:** None – a waiver of Section 14.03 is covered in #1 above, other waivers have been rescinded.

**Desegregation Analysis: Fully Responsive**