

## Warren High School

### **PART A - GENERAL INFORMATION**

**School District:** Warren School District

**Grade Levels:** 9-12

**Enrollment Cap:** 600

**Address of Proposed School:** 803 N. Walnut, Warren, AR 71671

### **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)  
The key programmatic features of the proposed charter school

**Fully Responsive**

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC 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
- 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

#### Partially Responsive

##### Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 “The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting**” The Meeting was held on August 7, 2014. Newspaper notices were ran on July 23<sup>rd</sup>, July 30<sup>th</sup> and August 6<sup>th</sup>. Provide any additional documentation to show compliance with §6-23-201.

The notice was published 3 consecutive weeks in the Eagle Democrat prior to the public hearing, and in addition, it was published on Saline River Chronicle, our online newspaper, beginning Friday, July 18, 2014, and those ads remained visible through August 7. Saline River Chronicle has an average readership of 50,000 per week; the Eagle Democrat’s highest circulation per week is 3,649.

We realize now that we misinterpreted the requirement of 3 weeks in advance, and instead posted the ad in a newspaper having general circulation in the school district in which the school will be located **3 times** prior to the hearing in our local paper, Eagle Democrat, which is a **weekly publication**. So we actually went beyond requirements if the online paper is considered along with the 3 weeks of publication in the local paper. Also, as you can see from the attachments to the charter, it was advertized in a number of other ways as well.

This is our 4th public hearing on the SBE concept and we have continued various sessions for parents as well as many sessions at civic organizations through the years in order to inform parents and patrons of the standards-based design.

## 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**

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

## 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,
- Innovations that would distinguish the charter from other schools

### **Partially Responsive-FULLY RESPONSE (BASED ON RESPONSE)**

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

The 2013 ESEA data entered for Warren School District and Warren High Schools does not match the current 2013 ESEA information found at <https://adedata.arkansas.gov/arc/>. Please review and provide the correct data.

The data has been reviewed and corrected charts are listed on the following page.

DISTRICT DATA			
District Name	Warren School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	70.68	68.01	92.38
Targeted Achievement Gap Group	62.93	62.73	93.51
African American	57.02	52.07	94.74
Hispanic	69.62	72.56	89.47
White/Caucasian	79.19	76.23	91.67
Economically Disadvantaged	63.40	63.19	93.06
English Language Learners/ Limited English Proficient	34.78	54.17	na
Students with Disabilities	15.07	20.00	100.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Warren School District		
Campus Name	Warren High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	63.54	71.74	92.38
Targeted Achievement Gap Group	53.62	73.17	93.51
African American	54.29	60.00	94.74
Hispanic	64.29	85.00	89.47
White/Caucasian	70.21	80.00	91.67
Economically Disadvantaged	52.94	72.84	93.06
English Language Learners/ Limited English Proficient	na	na	na
Students with Disabilities	na	na	100.00

## 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**

## C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

### **Fully Responsive**

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

Explain the grading conversion system including the following:

List what courses are considered “core courses” and what are considered “non-core courses” as referenced on attachment A34

We feel strongly that the core courses are the academic foundational cornerstones needed to prepare learners for life whether that is high school to work, high school to technical school, or high school to college. We believe in offering our learners the opportunity for a broad range of non-core courses as well including opportunities for technical courses so that they can have learning experiences that will help guide them in their career pathway. Core courses are English/Language Arts Courses, Math Courses, History/Social Studies Courses, and Science Courses.

Explain when the students’ grade will be converted, and how it will be converted, if the student transfers to another school during the middle of a semester or course

Learners’ grades will be converted **at the completion of the course** to be placed on the transcript, when a student transfers out of district, and at traditional semester time frames for Arkansas Athletic Association purposes. A conversion chart, which is in the attachments of the application, will be used to convert the grades.

On attachment A36 “Reporting Credit on Transcripts” explain how a “core course” grade will be entered if a student is below 3.0 at the end of 12<sup>th</sup> grade. Explain

how a “non-core course” will be listed for a student who is below a 2.5 at the end of 12<sup>th</sup> grade.

A learner classified as a senior, as with all learners regardless of classification, will not receive credit until the course is completed. Completion means that evidence of proficiency for all measurement topics has been demonstrated.

If the learner who is classified as a senior has **below a 3.0 in a core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *but is attempting to do so*, an IP (In Progress) will be recorded on the transcript until the course is completed successfully. The IP does not count for or against the GPA.

If the senior has **below a 3.0 in a core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *and is not attempting to do so*, an NP (No Progress) will be recorded on the transcript. The NP on the transcript will count against the GPA as an F in a traditional system does.

Learners classified as seniors with either of these scenarios will have “**extended high school**” opportunities to complete requirements.

If the learner who is classified as a senior has **below a 2.5 in a non-core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *but is attempting to do so*, an IP (In Progress) will be recorded on the transcript until the course is completed successfully. The IP does not count for or against the GPA.

If the senior has **below a 2.5 in a non-core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *and is not attempting to do so*, an NP (No Progress) will be recorded on the transcript. The NP on the transcript will count against the GPA as an F in a traditional system does.

Learners classified as seniors with either of these scenarios will have “extended high school” opportunities to complete requirements.

Explain why the conversion chart is different for “core courses” and “non-core courses”.

We feel strongly that the core courses are the academic foundational cornerstones needed to prepare learners for life whether that is high school to work, high school to technical school, or high school to college.

We believe in offering our learners the opportunity for a broad range of non-core courses as well including opportunities for technical courses so that they can have learning experiences that will help guide them in their career pathway. Because we will go in such depth with 3.0 requirement in core courses, we will allow a 2.5 in non-core **which is still above state requirement**.

Although a 3 is the target in core and 2.5 in non-core; students will have opportunities to pursue a 4. We have spent many months planning this model and have examined procedures, policy, and law in regards to building this model including meeting with the Arkansas Activities Association to ensure that they understood the model and how we will be not only meeting, but exceeding their current requirements.

## C6: 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**

**Concerns and Additional Questions**

## C7: 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**

**Concerns and Additional Questions**

## C8: 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
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## C9: 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 Common Core 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**

## C10: 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 those areas 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
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### **Fully Responsive**

### **Concerns and Additional Questions**

**Confirm that the charter will comply with all state and federal requirements for special education.**

Warren High School confirms that we will comply with all state and federal requirements for special education.

## C11: ANNUAL PROGRESS REPORTS

### 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;
- A plan for dissemination of the annual report to appropriate stakeholders

### Fully Responsive

### Concerns and Additional Questions

## C12: 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
- 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

### Concerns and Additional Questions

Confirm the understanding that in the event of requesting an enrollment cap increase, the state board of education and the charter authorizing panel are both authorizers.

Warren High School confirms the understanding that in the event of requesting an enrollment cap increase, the state board of education and the charter authorizing panel are both authorizers. Our enrollment cap was set above our current enrollment to allow for growth.

## C13: PRIOR CHARTER INVOLVEMENT

### **Evaluation Criteria:**

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

### **Fully Responsive**

## C14: 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, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- 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**

Explain if the professional qualification listed are minimum qualifications, or desired qualifications.

The professional qualifications listed are minimum qualifications. Warren High School does not wish to waive licensure standards.

## C15: 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**

## C16: 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
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## C17: 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
- 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**

## C18: 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
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

**Fully Responsive**

## C19: 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
- 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

**SEE LEGAL COMMENTS**

## C20: 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
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**SEE LEGAL COMMENTS**

## C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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**

**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.*

**Warren High School  
Waivers Requested in Original Application  
2014 District Conversion Application**

**1. Teaching Load**

**Sections 10.02 of the Standards for Accreditation; specifically subsection and 10.02.5**

*In order to fully implement our unique curricular offerings, Warren High School requests a waiver of the Teaching Load requirements. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worth of a waiver under Subsection 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, only on an as needed basis.*

**Legal Comments:** None

**Remaining Issues:** None

**2. Class Size**

**Sections 10.02.5 of the Standards for Accreditation**

*Warren High School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the student-teacher ratio will not exceed thirty-five (35) students to accommodate movement of students. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worth of a waiver under Section 10.02.5 of the Standards Rules.*

**Legal Comments:** None

**Remaining Issues:** None

**3. Grading Scale**

**Ark. Code Ann. § 6-15-902 and the ADE Rules Governing the uniform Grading Scale**

*To the extent that a waiver is necessary from the above statutes and Rules, Warren High School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized b Warren Middle School will be*

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**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

*more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard). There will be a conversion chart used so that WHS can put a letter grade on a student's transcript. WHS will use the State's electronic transcript.*

**Legal Comments:** None

**Remaining Issues:** None

#### **4. APSCN Grade Coding**

**Ark. Code Ann. § 6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation, and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN)**

*The applicant requests a waiver of the above referenced statute and rules, if necessary, and/or technical assistance from the Department of Education for the following purposes:*

- a) We will manually input the converted letter grade into the system transcripts if we have to, but we would like to request the Department of Education's technical assistance to assure a bridge from our electronic grading system (Educate) to APSCN/eSchool.*
- b) Grades will be put on the transcript at the completion of the course (we refer to courses as seminars), not at semester.*
- c) The last day of a traditional semester, we will use the conversion chart (attached to this application) to determine eligibility status for extracurricular activities. We will follow the same process in May-so we are abiding by Arkansas Activities Association rules.*

**Legal Comments:** None

**Remaining Issues:** None

#### **5. ACTAAP**

**Ark. Code Ann. § 6-15-401 et seq. and the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Programs and the Academic Distress Program**

*Because our learners will complete seminars at various points in time, we need a waiver to allow for testing (PARCC Performance Based Assessment (PBA) in the testing window after the learner has completed 75% of the Measurement of Topics in a seminary (and the End of the Year in the testing window following the PBA they have taken).*

**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.*

**Legal Comments:** The authorizer lacks the authority to grant waivers of accountability provisions.

**Response:** *Warren High School is not asking a waiver from accountability; we are only asking for flexibility in the testing window assigned for learners to complete the testing as described. All learners will complete each required assessment.*

**Remaining Issues:** The testing window is part of ADE's contractual agreement with its testing company and cannot be waived. If approved, the Applicant may be able to utilize the midyear testing window. ADE staff can offer assistance exploring this option.

## **6. Gifted and Talented**

### **Ark. Code Ann. § 6-20-2208(c)(6) Monitoring of Expenditures and 6-42-101 et seq. Section 18.0 of the Standards for Accreditation ADE Rules Governing Program Approval Standards**

*This waiver request is to allow for appropriate pre-Advanced Placement (AP) designation at the conclusion of the course/seminar. To earn Pre-AP designation, a student would be required to go beyond the target of 3 in 80% of the measurement topics of the seminar.*

*All components of the GT program and the effectiveness of educational opportunities provided for GT students are evaluated annually. WHS proposes to craft an evaluation instrument that provides accurate, timely, and relevant information to be used in creating goals.*

**Legal Comments:** Rather than a waiver of Ark. Code Ann. § 6-42-101 et seq., only § 6-42-109 is necessary.

**Response:** *The Applicant wishes to amend its waiver request for Ark. Code Ann. Sec. 6-42-101 et. seq. to only Ark. Code Ann. Sec. 6-42-109. The remainder of the waiver request remains the same.*

**Remaining Issues:** None

## **7. Clock Hours**

### **Section 14.03 of the ADE Rules Governing Standards for Accreditation (concerning required clock hours for units of credit)**

*The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of request, the applicant hereby affirms that it will*

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

*Information provided by Applicant is in italics.*

*adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.*

**Legal Comments:** None

**Remaining Issues:** None

## **8. Career and Technical Education**

### **Section 9.03.4.10 of the ADE Standards Rules (concerning Career and Technical Education)**

*The applicant is in the process of transitioning from Computer Based Applications (CBA) to Technology Design Applications (TDA), and has received the appropriate waiver from Career and Technical Education (CTE) (Department of Workforce Education). In its approved CTE plan, this is the last year to teach CBA. We request a waiver for any student not passing CBA this year to be allowed to make up credit by taking TDA.*

**Legal Comments:** None

**Remaining Issues:** None

**DESEGREGATION ANALYSIS:** Fully responsive