



# ARKANSAS DEPARTMENT OF EDUCATION

## **Open-Enrollment Public Charter School Renewal Application**

**Deadline for Submission: December 18, 2014**



**Charter School: Arkansas Arts Academy**

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

## Contact Information

<b>Sponsoring Entity:</b>	<b>Benton County Charter School Organization, Inc.</b>
<b>Name of Charter School:</b>	<b>Arkansas Arts Academy</b>
<b>School LEA #</b>	<b>0440</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Mrs. Mary Ley, CEO</b> <b>1110 W. Poplar Street, Suite A</b> <b>Rogers, AR 72756</b> <b>479-878-2787</b> <b>479-878-2790</b> <a href="mailto:mley@arkansasartsacademy.org">mley@arkansasartsacademy.org</a>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Mr. Dave Russell</b> <b>2750 Penny Lane</b> <b>Rogers, AR 72758</b> <b>479-366-1392</b> <a href="mailto:David.Russell@Kellog.com">David.Russell@Kellog.com</a>

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

**Renewal Application Approval Date by the School/Entity Board(s): 12/9/14**

## **Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis**

### **Part A: Charter School Progress**

Provide a narrative about the successes of the charter during the current contractual period.

As the contractual period ends, Benton County School of the Arts is emerging into the third phase of its existence as the Arkansas Arts Academy. Our first phase was the start-up period, first for the original K-8 BCSA and separately for the high school then known as the Northwest Arkansas Academy of Fine Arts. The second phase began when the K-8 and high school joined charters in 2009. During this period, some performance assessment areas rose significantly and in other programs the rise was less steep than desired. The new third phase is marked by a new name, new branding, new leadership, new funding, and, most significantly, new partnerships.

In 2012, the School Board and Superintendent led the school in seeking AdvancED accreditation. The resulting process yielded both successful accreditation and challenges. At the heart of the challenges was the hazy idea, both internally and externally, about what BCSA was. Our inadequately defined identity affected curriculum, programming, allocation of funds and spirit. Cranford, Johnson, Robinson, Wood (CJRW) was hired to consult. The result was an in-depth SWOT analysis and rebranding under the name Arkansas Arts Academy. On the departure of our previous superintendent, the Board took the additional step to hire Mary Ley, a seasoned professional in school transformation, an experienced administrator, and a National Board Certified art teacher. Within 45 days of her hire, Ms. Ley had secured a grant from the Walton Family Foundation for over \$450,000, hired a new elementary principal and two new curriculum coordinators, and had laid the ground work for partnerships with Crystal Bridges Museum of American Art, Trike Theatre, the University of Arkansas School of Architecture and the Walton Arts Center. She also repaired and invigorated a tenuous relationship with A+ Schools. Within 90 days, Ms. Ley had secured several more grants, three small ones to improve arts and PE programs and an additional large grant of \$450,000 to purchase and maintain 850 iPads for our students and teachers. This influx of energy and capital is clear proof that the Arkansas Arts Academy is clearly refocused on the STEAM model, providing a unique opportunity for students in the NW Arkansas educational ecosystem.

### **Evidence of Student Success**

- 2014: The Office for Education Policy at the University of Arkansas named the high school as a “High Achieving High School” based on Algebra I, Biology, and 11th Grade Literacy exam scores.
- 2014 - 11th Grade Literacy: 2nd in the state
- 2014 - Algebra I EOC: 3rd in state
- 2014 - EOC Biology: 14th in state
- 2014 - AP pass rate of 69%, twice the state average of 34% and 8% higher than the global average of 61%
- 2014 - 95% graduation rate; the state average is 81%
- 2014 - An average scholarship of \$39,000.00 to the graduating class of 2014
- 2013 - EOC Biology EOC: 2nd in state
- 2013 - 11th Grade Literacy 6th in state
- 2013 - EOC Geometry EOC: 10th in state
- The Elementary/Middle School has been achieving in Math for 5 years running
- The Elementary/Middle School has exceeded AMO in Literacy for all students 5 years running, although the TAGG scores have fallen just short for several years in a row.

The story of the High School's success truly began to take off when the AP program gained steam in the 2010-2011 school year. At that time, the school embraced the Common Core willingly and ahead of schedule. The district made the financial investment to participate the APSRC's Achieving by Change (ABC) program and to seek other early training through the Co-Op. The curriculum organically realigned in the course of these investigations, experiences, and subsequent teacher collaboration. It became apparent to the AP teachers that Common Core was right in line with a solid pre-AP program. Teachers began moving AP techniques, tools, skill-sets, readings, and vocabulary into all classes, not just the pre-AP. Rigor and scores rose in concert.

### **Evidence of Organizational Success**

- AAA's partnership with Crystal Bridges Museum of American Art is a prototype for museum and classroom educators collaborating to use a museum as classroom, laboratory, and studio.
- AAA is in the first year of the A+ School Program, pushing toward a truly art-integrated curriculum.
- AAA completed three years in the APSRC's Achieving By Change Program.
- AAA achieved AdvancED Accreditation in 2013.
- AAA is developing a partnership with the University of Arkansas School of Architecture to implement design features throughout the curriculum.
- AAA is a Walton Arts Center partner.
- AAA has extraordinary technology resources: 1 iPad/student, 1 computer/3 students.
- Mary Ley, CEO, raised over \$1,000,000 in grants in a three-month period.

The job of the new Curriculum Coordinators, positions funded by the Walton Family Foundation, is to work directly with teachers in all grades to vertically align learning to standards in order to increase rigor across all grades. This means translating the High School's success into grade-appropriate rigor throughout the curriculum. The CCs' other function is to coach teachers in creating an arts integrated curriculum that is relevant to our student population. We follow the Kennedy Center model for arts-integration:

“Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”

Rigorous academic roots are put to use by students—observing, constructing, creating, designing students. When our students succeed, they succeed by being creative problem-solvers. When the teachers and curriculum fail to activate empathy and engagement through relevant instruction, student scores fall. While this is the common wisdom, the idea is strongly supported by a study conducted at Crystal Bridges Museum of American Art by three University of Arkansas researchers, Greene, Kisida, and Bowen in their article “The Educational Value of Field Trips” (*Education Next*, Winter 2014, Vol. 14, No. 1. [www.educationnext.org](http://www.educationnext.org)). Our success alignment success at the High School provides the district with a paradigm for further success that strongly embraces real experience and real data. With addition of the Curriculum Coordinators and the energy of new leadership, we are now prepared to fully engage in a STEAM curriculum, aligned K-12, which will enrich students' ability to increase conceptual understanding and performance in Math, Science, Language, and the Arts.

About 40% of our teachers have received some Kennedy Center approved training through the Walton Arts Center's Arts with Education (AWE) Institute. During the 2014-2015 year we want to boost that percentage to 100% through professional development from Crystal Bridges, A+ Schools, and Trike Theatre. The Kennedy Center training provides teachers with conceptual understanding and fluency in several of the multiple-intelligences (ala Gardner), primarily visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal. The goal is to train teachers to create classrooms relevant to many more students' learning styles and also to add to student competence in multiple learning styles, thus linking relevance to expanded student abilities. The generous support of the Walton Family Foundation has

enabled all these efforts. (*The Kennedy Center: ARTSEEDGE - the National Arts and Education Network. "Arts in Education Research Study."* <https://artsedge.kennedy-center.org/educators/how-to/arts-integration/ceta-white-paper.>)

Why would anyone invest that much money in a 13-year old charter school? Arkansas Arts Academy’s success, both the modest and the extraordinary, springs from a commitment to the kind of education that values traditional core educational principles equally with cutting-edge research-based innovation. Our success is also about individual students finding a place where they can succeed. Because we are a small school in a growing urban region, we can know our students’ needs both from data and the ineffable relationship between a teacher and student. We can know their families in a way that schools in the surrounding area cannot because there is neither time nor money for them to do so. It’s not that we have more time or money—in fact we have less—but that we can create a sense of community within our walls even though our students live in neighborhoods scattered across three counties. We can provide a safe learning environment for students who are often bullied in other schools because they are not interested in sports or other traditional social proving grounds. This is increasingly attracting students of diverse ethnic backgrounds. Our focus on the arts distinguishes our students, our curriculum, our teaching methods, and our culture in the educational ecosystem. This distinction is itself a success. We are separate within that ecosystem, but definitely a highly productive part of the outstanding education world of NW Arkansas.

## Part B: Desegregation Analysis

Arkansas Arts Academy is located within the boundaries of the Rogers School District (RSD) in Benton County and as an open-enrollment public charter school that is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the boundaries of the RSD and the Bentonville School District (BSD).

Arkansas Arts Academy offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. §6-23-106 to carefully review the potential impact of its continued operation would have upon the RSD, BSD and any other school district’s ability to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Because all public school districts in Arkansas from which Arkansas Arts Academy draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the charter renewal can have no negative affect on the desegregation efforts of any public school district in this state.

According to the 2014-2015 enrollment figures maintained by the ADE Data Center, the current enrollment of Arkansas Arts Academy is 758 students, including 9 Asian, 17 African-American, 107 Hispanic, 35 Two or More Race, 16 Native American and Pacific Islanders, and 574 Caucasian students, would have no material impact on the racial composition of the public school districts in Benton County. There are 15,497 students enrolled in the Bentonville School District; its student population is more than 75% Caucasian and slightly less than 11% Hispanic according to the figures maintained by the ADE Data Center. There are 15,057 students enrolled in the Rogers School District, according to the figures maintained by the ADE Data Center. The Rogers School District student population is slightly less than 50% Caucasian and is 44% Hispanic. The total enrollment of Arkansas Arts Academy is a little less than 5% of the total enrollment of the Bentonville School District and is approximately 5% of the total enrollment of the Rogers School District.

Group	Arkansas Arts Academy	Bentonville Public Schools	Rogers Public Schools
2013-2014 Enrollment	753	15,471	14,757
White/Caucasian	76.9%	75%	52%
Hispanic	12.5%	11%	42.2%
Asian	1.5% %	6%	2%
Native American/ Pacific Islander	1.3%	1.6%	2%
Two or More Races	5.4%	4%	NR
African American	2.4%	3%	2%

## **Section 2 – 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.

#### **Board Member Selection**

The Arkansas Arts Academy School Board members are elected each April. Board members are elected for a three-year term of office. The School Board must elect officers during the first meeting of the new fiscal year (July). Officers include President, Vice-President, and Secretary/Treasurer. Per the charter, the President shall be the Chief Executive Officer of the Founding Board/School Board. The Vice-President will, in the absence or disability of the President, perform the duties and exercise the power of the President. The Secretary/Treasurer, will be responsible for recording all actions and proceedings and will be the second signature (disbursing agent) along with the Superintendent/Executive Director on all charter school checks and warrants. A school board member, as appointed by the School Board, will serve as a disbursing agent alternate in the event the Secretary/Treasurer cannot perform warrant/check signature duties due to absence or disability. Further duties and responsibilities of officers of board members are outlined in the bylaws of the Arkansas Arts Academy, Inc.

#### **SCHOOL BOARD Authority and Responsibilities**

It is the objective of the School Board that every lay person in the community feels he or she is in partnership with the professional educators and the School Board, who have the responsibility for continuous planning, analysis, and evaluation to see that the most effective and meaningful educational opportunities are made available to our youth consistent with the aspiration, cultural pattern, and financial ability of the community.

The Arkansas Arts Academy School Board further acknowledges that it is responsible for the establishment and maintenance of a free public school for children residing in Arkansas and shall make all necessary rules and regulations appropriate for the governance and conduct of school operations consistent with local, state, and federal law.

**Authority and Right of Review** - The School Board has final legal authority within the provision of state and federal law for the operation of the school. No policy or procedure adopted by the Board or its designee shall be construed to limit the statutory powers provided by state law to the Arkansas Arts Academy School Board to exercise its own judgment and to make recommendations to the Superintendent/Executive Director. To accomplish this function the Board must have timely access upon request to any information, including documents, in the possession of school personnel unless such access is expressly prohibited by state or federal law.

**Policy Adoption and Procedure Review** - It is the responsibility of the School Board to adopt policies for the effective and efficient management of Arkansas Arts Academy. All policies legally adopted shall be put in written form, noted in the minutes of the meeting where such action was taken, and copies of any new, revised or deleted policies shall be promptly distributed for inclusion in official copies of the Arkansas Art Academy Board Policy Book maintained in various locations throughout Arkansas Arts Academy. Adoption or revisions of generated administrative procedures that significantly alter the manner in which a Board policy is to be implemented shall be distributed to the Board for information.

**Evaluation of Policies and Procedures** - The School Board is responsible for evaluating both the effectiveness of its policies and how well they have been implemented. The Superintendent/Executive Director recommends specific action to implement Board policy, and it is the responsibility of the Board to appraise the value and importance of each recommendation and to act on each proposal.

**Operational Action** - The School Board is responsible for developing the processes necessary for conducting Board business such as adopting a procedural form for meetings, elections of Board officers, and providing for the enforcement of state and federal law.

**Executive Action** - The Superintendent/Executive Director performs administrative duties for the Board by authority delegated to him or her. The School Board is responsible for holding the Superintendent/Executive Director accountable for the effective and efficient administration and leadership of Arkansas Arts Academy

**Quasi-Judicial Action** - The School Board serves in a quasi-judicial function when it acts as a forum for hearings and appeals from parents, students, or personnel on decisions or recommendations made by the Superintendent/Executive Director or appointed designees.

**Part B: Disclosure Information**

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member's family member has or had a financial interest.

**Relationship Disclosures**

<b>Charter School Board Member's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
<b>Dave Russell</b> 2750 Penny Laney Rogers, AR 72758 479-366-1392 <a href="mailto:David.Russell@kellog.com">David.Russell@kellog.com</a>	No	N/A
<b>Tony Beardsley</b> 707 Crest Drive Fayetteville, AR 72701 479-957-6595 <a href="mailto:TbeardsL1@yahoo.com">TbeardsL1@yahoo.com</a>	No	N/A
<b>Darlene McLernon</b> 3006 Parkwood Drive Rogers, AR 72756 479-531-1982 <a href="mailto:Darlene.mclernon@gmail.com">Darlene.mclernon@gmail.com</a>	No	N/A
<b>Howard Alsdorf</b> 1305 W. Cottonwood Street Rogers, AR 72758 479-263-0468 <a href="mailto:Howard.alsdorf@tyson.com">Howard.alsdorf@tyson.com</a>	No	N/A
<b>Alicia Knotts</b> 3216 SW Stoneway Avenue Bentonville, AR 72712 479-221-2541 <a href="mailto:allypedsrn@yahoo.com">allypedsrn@yahoo.com</a>	No	N/A
<b>Kevin West</b> 1405 Luke Street Pea Ridge, AR 72751 <a href="mailto:leatherneckfl@gmail.com">leatherneckfl@gmail.com</a>	No	N/A
<b>Wes Abbott</b> 1100 W. Mulberry Rogers, AR 72756 479-631-9387 <a href="mailto:Swabbott2009@gmail.com">Swabbott2009@gmail.com</a>	No	N/A

## Section 3 – Student and Teacher Retention

### Part A: Student Retention

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	2273	512	22.5%	0.4%	66.2%	1.4%	11.9%	15%	5%
Free/Reduced Lunch	693	124	17.9%	0	72.6%	0.86%	14.5%	9.7%	2.4%
Two or More Races	47	0	0	0	0	0	0	0	0
Asian	30	8	26%	0	37.56	0	12.5%	50%	0
African American	50	19	38%	0	84%	0	0	15.8%	0
Hispanic	203	40	19.7%	0	67.5%	2.5%	5%	20%	5%
Native American	50	14	20%	0	92.9%	0	0	7.1%	0
White/Caucasian	1,893	431	22.8%	0.5%	65%	1.4%	13.5%	14.2%	5.6%
Special Education	160	38	23.8%	0	68%	0	10.5%	15.8%	5.3%
English Language Learner	102	4	3.9%	0	50%	0	0	50%	0

### Section 3—Student and Teacher Retention

#### Part A: Student Retention

During the contract period (Aug 2010-May 2013), a total 512 of 2,273 students, or 22%, left the Arkansas Arts Academy. The White/Caucasian demographic made largest part of that group, 431 students or 84%.

Group	Benton County, AR*	AAA (2011-2013)	% Left the Charter	AAA 2014
White/Caucasian	75.3%	83%	22.8%	75.8%
Hispanic	16%	8.9%	19.7%	14.1%
Asian	3.4%	1.3%	26.7%	1.2%
Native American/ Pacific Islander	2.3%	2.2%	28%	2.2%
Two or More Races	1.9%	2.1%	0%	4.6%
African American	1.9%	2.2%	38%	2.2%

\*U.S. Census Bureau ([www.quickfacts.census.gov](http://www.quickfacts.census.gov)). Last Revised: Tuesday, 08-Jul-2014 06:42:49 EDT

AAA’s racial/ethnic diversity is slightly less than Benton County as a whole during the contract period. While the majority of our students do come from Benton County, we currently have students from Washington, and Carroll counties enrolled in our schools.

As to retention, the average retention rate of 22.5% holds moderately well in the White and Hispanic groups. Outliers include excellent retention in Two or More Races and a 38% loss rate in the African American group. Much of the current African-American population in 2014 has shifted to the middle and high school campuses. Hopefully, this will elevate awareness of this group as a visible part of our community through public performances. The growth in the Hispanic or Latino demographic has been largely through word-of-mouth in the community.

Group	Rogers Public Schools	AAA (2011-2013)	% Left the Charter	AAA 2014
Free & Reduced Lunch	61%	30.5%	17.9%	36%
Special Education	10%	7%	23.8%	9.3%
ELL	34%	4.5%	3.9%	5%

AAA F&RL and SPED populations have increased in actual and percentage numbers from the contract period to the present.

The school has traditionally faced a retention problem created by calendaring decisions of the past. Historically, the school year began one to two weeks in advance of the surrounding school districts. Students and their families would “try out” the school in that period and then return to their home district. While we welcome all students, there is an adverse effect on both teachers and students when classrooms take a full month to settle in and establish momentum. For this reason, the 2014-2015 calendar started only two days before the opening of Rogers and Bentonville. There were only one or two immediate drops instead of eight to ten.

There is also a natural sorting at the end of eighth grade. Anecdotally, the reasons for not matriculating to the high school include a desire for sports, more AP courses, and marching band. While we regret losing talented and dedicated students, it is often an exchange. We pick up a new admixture of students that can positively change the social and academic nature of the school. Most of the top 25% of our current senior class joined the district as freshmen or sophomores.

We anticipate some further challenges embedded in our 2013-14 and 2014-15 retention rates. Parent dissatisfaction during the 2013-14 school year produced a spike in withdrawals in the elementary/middle school. Parent surveys revealed dissatisfaction with inconsistent discipline, lack of arts offerings in the middle school, and a drop in academic rigor. The discipline issue has been addressed. Arts and academic rigor have also been addressed by reorganizing the middle school schedule to balance art offerings while maintaining and increasing time for academic rigor. We will monitor the efficacy of these changes through data derived from NWEA MAP testing and continued parent communication. We are in a rebuilding year.

**Part B: Teacher Retention**

Complete the following Teacher Retention Table:

<b>School Year</b>	<b>Total Number of Teachers</b>	<b>Number Who Returned to Teach at the School the Following Year</b>	<b>% Returned</b>	<b>Number Who Took Other Positions with the Charter Organization</b>	<b>% Took Other Positions with Charter Organization</b>
<b>2010-2011</b>	58	52	89.7%	0	0
<b>2011-2012</b>	57	45	78.9%	1	1.8%
<b>2012-2013</b>	56	52	92.9%	2	3.6%
<b>2013-2014</b>	57	46	81%	1	2%

The majority of teachers leave Arkansas Arts Academy to work for one of the four nearby large school districts. Bentonville Public Schools specifically seek out our teachers. They have found our teachers to be strong instructors after two years of training and experience. Rogers Public Schools pays a teacher with two years of experience \$45,850.00. Bentonville Public Schools pay \$45,773 in the same category. Arkansas Arts Academy pays \$34,000.00, an \$11,850 difference from the Rogers salary schedule.

## Section 4 – Test Data

Review the following testing data summary, 2011-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

### Arkansas Arts Academy (Formerly Benton County School of the Arts) State-Mandated Assessment Scores, 2011-2013

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
<b>Benchmark/Literacy-Combined Population</b>						
2011	BENTON COUNTY SCHOOL OF ARTS	360	2.50%	12.78%	47.78%	36.94%
2011	ROGERS SCHOOL DISTRICT	6436	3.06%	13.10%	39.85%	43.96%
2012	BENTON COUNTY SCHOOL OF ARTS	379	1.85%	9.50%	35.62%	53.03%
2012	ROGERS SCHOOL DISTRICT	6448	2.23%	9.09%	30.16%	58.51%
2013	BENTON COUNTY SCHOOL OF ARTS	381	3.15%	8.92%	32.28%	55.64%
2013	ROGERS SCHOOL DISTRICT	6544	2.15%	9.09%	31.59%	57.17%

#### Literacy-Combined Population

Competitive Analysis: Arkansas Arts Academy has maintained combined population literacy scores within one percentage point, higher or lower, of Rogers Public Schools. In this metric, we offer instructional parity.

#### Benchmark/Literacy-Economically Disadvantaged

2011	BENTON COUNTY SCHOOL OF ARTS	111	4.50%	17.12%	47.75%	30.63%
2011	ROGERS SCHOOL DISTRICT	3957	4.12%	17.13%	44.78%	33.97%
2012	BENTON COUNTY SCHOOL OF ARTS	125	4.00%	14.40%	38.40%	43.20%
2012	ROGERS SCHOOL DISTRICT	4141	3.02%	12.03%	35.91%	49.05%
2013	BENTON COUNTY SCHOOL OF ARTS	125	4.80%	15.20%	36.00%	44.00%
2013	ROGERS SCHOOL DISTRICT	4304	2.70%	11.83%	36.80%	48.68%

#### Literacy-Economically Disadvantaged

Competitive Analysis: Arkansas Arts Academy has not maintained parity with Rogers Public Schools in the economically disadvantage population’s literacy scores. RPS increased 7% over three years. AAA’s measures remained flat during the contract period. Of special concern are the 3rd Grade (77.78%), 6th Grade (60%), and 7th Grade (76.19%) scores. Whole class remediation and individual RTI are following these classes through the curriculum.

#### Benchmark/Math-Combined Population

2011	BENTON COUNTY SCHOOL OF ARTS	360	7.78%	19.44%	36.94%	35.83%
2011	ROGERS SCHOOL DISTRICT	6436	5.31%	10.46%	32.01%	52.16%
2012	BENTON COUNTY SCHOOL OF ARTS	379	6.33%	10.55%	34.30%	48.81%
2012	ROGERS SCHOOL DISTRICT	6461	5.18%	9.39%	30.72%	54.70%
2013	BENTON COUNTY SCHOOL OF ARTS	381	5.77%	12.86%	37.53%	43.83%
2013	ROGERS SCHOOL DISTRICT	6565	6.15%	11.44%	32.08%	50.33%

#### Math-Combined Population

Competitive Analysis: Arkansas Arts Academy’s combined population math scores took a significant upward leap in response to 2011’s disappointing scores. This increase has been maintained above AMO for four years and is approaching parity with RPS.

**Benchmark/Math-Economically Disadvantaged**

2011	BENTON COUNTY SCHOOL OF ARTS	111	9.01%	20.72%	39.64%	30.63%
2011	ROGERS SCHOOL DISTRICT	3957	7.23%	13.55%	36.29%	42.94%
2012	BENTON COUNTY SCHOOL OF ARTS	125	10.40%	12.80%	33.60%	43.20%
2012	ROGERS SCHOOL DISTRICT	4151	6.89%	11.88%	35.90%	45.34%
2013	BENTON COUNTY SCHOOL OF ARTS	125	7.20%	16.00%	38.40%	38.40%
2013	ROGERS SCHOOL DISTRICT	4323	8.05%	14.46%	36.85%	40.64%

## Math-Economically Disadvantaged

Competitive Analysis: Arkansas Arts Academy’s economically disadvantaged population math scores increased from 2011 to 2012 while adding 8.5% to the economically disadvantaged population. RPS experienced a 9% increase in this population and has struggled to make a percentage advance during this period.

**Benchmark/Science-Combined Population**

2012	BENTON COUNTY SCHOOL OF ARTS	131	6.87%	32.82%	48.86%	11.45%
2012	ROGERS SCHOOL DISTRICT	2136	8.71%	32.12%	46.11%	13.06%
2013	BENTON COUNTY SCHOOL OF ARTS	132	7.58%	37.88%	39.39%	15.15%
2013	ROGERS SCHOOL DISTRICT	2145	10.12%	30.40%	42.98%	16.50%

## Science-Combined Population

Competitive Analysis: AAA is not happy with these scores. We assume RPS is not happy with their scores. AAA’s 2013 scores indicated 37.01% scored Basic. To move this population forward, the curriculum is isolating project-based opportunities for cross-curricular education, especially pairing Economics frameworks with life sciences. Geography and Earth Science also make an excellent pairing for deeper conceptual understanding.

**Benchmark/Science-Economically Disadvantaged**

2012	BENTON COUNTY SCHOOL OF ARTS	47	14.89%	40.43%	38.30%	6.38%
2012	ROGERS SCHOOL DISTRICT	1363	11.96%	39.69%	40.28%	8.07%
2013	BENTON COUNTY SCHOOL OF ARTS	42	11.90%	47.62%	30.95%	9.52%
2013	ROGERS SCHOOL DISTRICT	1392	13.65%	37.79%	39.87%	8.69%

## Science—Economically Disadvantaged

Competitive Analysis: It is clear that economically disadvantaged students comprise too large a proportion of the Basic category. RPS had an 11-point negative difference between Combined and ED population. AAA had a 16 and 14-point drop. We have begun to address this at the most fundamental level of academic vocabulary.

**High School EOC and EOL Metrics****11th Grade Literacy-Combined Population**

2011	BENTON COUNTY SCHOOL OF ARTS	43	0.00%	32.56%	51.16%	16.28%
2011	ROGERS SCHOOL DISTRICT	892	4.37%	26.46%	52.24%	16.93%
2012	BENTON COUNTY SCHOOL OF ARTS	45	0.00%	17.78%	66.67%	15.56%
2012	ROGERS SCHOOL DISTRICT	849	4.48%	18.26%	50.77%	26.50%
2013	BENTON COUNTY SCHOOL OF ARTS	47	0.00%	8.51%	48.94%	42.55%
2013	ROGERS SCHOOL DISTRICT	1047	4.39%	23.02%	43.94%	28.65%

**11th Grade Literacy-Economically Disadvantaged**

2011	BENTON COUNTY SCHOOL OF ARTS	12	0.00%	50.00%	33.33%	16.67%
2011	ROGERS SCHOOL DISTRICT	431	8.12%	39.44%	46.64%	5.80%
2012	BENTON COUNTY SCHOOL OF ARTS	12	0.00%	33.33%	66.67%	0.00%
2012	ROGERS SCHOOL DISTRICT	439	7.29%	27.56%	52.16%	12.98%
2013	BENTON COUNTY SCHOOL OF ARTS	8	0.00%	12.50%	50.00%	37.50%
2013	ROGERS SCHOOL DISTRICT	591	6.60%	32.15%	44.33%	16.92%

**Algebra-Combined Population**

2011	BENTON COUNTY SCHOOL OF ARTS	72	2.78%	2.78%	38.89%	55.56%
2011	ROGERS SCHOOL DISTRICT	1118	2.95%	15.74%	39.09%	42.22%
2012	BENTON COUNTY SCHOOL OF ARTS	38	2.63%	10.53%	36.84%	50.00%
2012	ROGERS SCHOOL DISTRICT	668	4.79%	19.61%	52.25%	23.35%
2013	BENTON COUNTY SCHOOL OF ARTS	50	2.00%	24.00%	50.00%	24.00%
2013	ROGERS SCHOOL DISTRICT	726	5.51%	26.31%	51.79%	16.39%

**Algebra-Economically Disadvantaged**

2011	BENTON COUNTY SCHOOL OF ARTS	16	0.00%	0.00%	37.50%	62.50%
2011	ROGERS SCHOOL DISTRICT	622	4.18%	22.03%	43.57%	30.23%
2012	BENTON COUNTY SCHOOL OF ARTS	10	0.00%	0.00%	30.00%	70.00%
2012	ROGERS SCHOOL DISTRICT	440	6.14%	23.18%	51.14%	19.55%
2013	BENTON COUNTY SCHOOL OF ARTS	14	0.00%	14.29%	64.29%	21.43%
2013	ROGERS SCHOOL DISTRICT	499	6.81%	29.86%	48.90%	14.43%

**Biology-Combined Population**

2012	BENTON COUNTY SCHOOL OF ARTS	48	2.08%	18.75%	52.08%	27.08%
2012	ROGERS SCHOOL DISTRICT	1080	14.81%	39.81%	32.59%	12.78%
2013	BENTON COUNTY SCHOOL OF ARTS	63	3.17%	14.29%	47.62%	34.92%
2013	ROGERS SCHOOL DISTRICT	1010	15.94%	33.86%	37.13%	13.07%

**Biology-Economically Disadvantaged**

2012	BENTON COUNTY SCHOOL OF ARTS	9	0.00%	22.22%	55.56%	22.22%
2012	ROGERS SCHOOL DISTRICT	586	23.38%	48.29%	22.35%	5.97%
2013	BENTON COUNTY SCHOOL OF ARTS	18	0.00%	16.67%	50.00%	33.33%
2013	ROGERS SCHOOL DISTRICT	572	24.83%	39.34%	29.55%	6.29%

**Geometry-Combined Population**

2011	BENTON COUNTY SCHOOL OF ARTS	58	1.72%	12.07%	48.28%	37.93%
2011	ROGERS SCHOOL DISTRICT	944	2.54%	16.63%	41.31%	39.51%
2012	BENTON COUNTY SCHOOL OF ARTS	62	1.61%	9.68%	43.55%	45.16%
2012	ROGERS SCHOOL DISTRICT	1040	2.21%	15.48%	41.15%	41.15%
2013	BENTON COUNTY SCHOOL OF ARTS	56	1.79%	7.14%	39.29%	51.79%
2013	ROGERS SCHOOL DISTRICT	1034	2.22%	12.77%	46.23%	38.78%

**Geometry-Economically Disadvantaged**

2011	BENTON COUNTY SCHOOL OF ARTS	16	6.25%	18.75%	37.50%	37.50%
2011	ROGERS SCHOOL DISTRICT	507	3.94%	23.67%	45.17%	27.22%
2012	BENTON COUNTY SCHOOL OF ARTS	13	0.00%	7.69%	69.23%	23.08%
2012	ROGERS SCHOOL DISTRICT	579	3.63%	23.49%	45.42%	27.46%
2013	BENTON COUNTY SCHOOL OF ARTS	20	0.00%	5.00%	30.00%	65.00%
2013	ROGERS SCHOOL DISTRICT	569	2.64%	17.93%	52.37%	27.07%

## High School EOC & EOL: Combined Population

Competitive Analysis: 2014 Algebra scores jumped back up after the 2013 slump. AAA's slump can be attributed in part to the tragic death of the Algebra teacher and partly to the state-wide decrease in scores that year. Literacy, Biology, and Geometry scores outpaced RPS in both actual and percentage increase by year. Please note how often the Below Basic percentage is 0.00%

## High School EOC & EOL: Economically Disadvantaged

Competitive Analysis: We are especially proud of the lack of difference, or actual increase over, between our combined scores and economically disadvantaged scores each measured year in Algebra, Biology, and Geometry. Literacy scores have also narrowed the gap between combined and economically disadvantaged populations. RPS's gaps have remained between 8 and 14 points (with the exception of gains in 2013 Algebra and Geometry where significant gains have been made). Please note how often the Below Basic percentage is 0.00%

## Graduation Rates

Year	Description	Student Count	Graduate Count	Graduate Rate
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### Graduation Rates-All Students

2011	BENTON COUNTY SCHOOL OF ARTS	50	35	70.00%
2011	ROGERS SCHOOL DISTRICT	860	1007	85.40%
2012	BENTON COUNTY SCHOOL OF ARTS	40	35	87.50%
2012	ROGERS SCHOOL DISTRICT	473	406	79.96%
2013	BENTON COUNTY SCHOOL OF ARTS	38	36	94.74%
2013	ROGERS SCHOOL DISTRICT	495	419	83.80%

### Graduation Rates-Economically Disadvantaged

2011	BENTON COUNTY SCHOOL OF ARTS	9	7	77.78%
2011	ROGERS SCHOOL DISTRICT	542	434	80.07%
2012	BENTON COUNTY SCHOOL OF ARTS	10	9	90.00%
2012	ROGERS SCHOOL DISTRICT	211	173	74.91%
2013	BENTON COUNTY SCHOOL OF ARTS	14	14	100.00%
2013	ROGERS SCHOOL DISTRICT	260	218	82.26%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, <http://arc.arkansas.gov/>.

Graduation rates have increased each year. As the High School enters it's eighth year of existence, we attribute (non-scientifically) the increase to a growing awareness of the purpose, function, and reputation of the school in the surrounding educational environment. As students and their parents make more clearly informed choices about the school based on the arts curriculum focus and rigorous academics, 9-12 retention has improved and so have graduation rates.

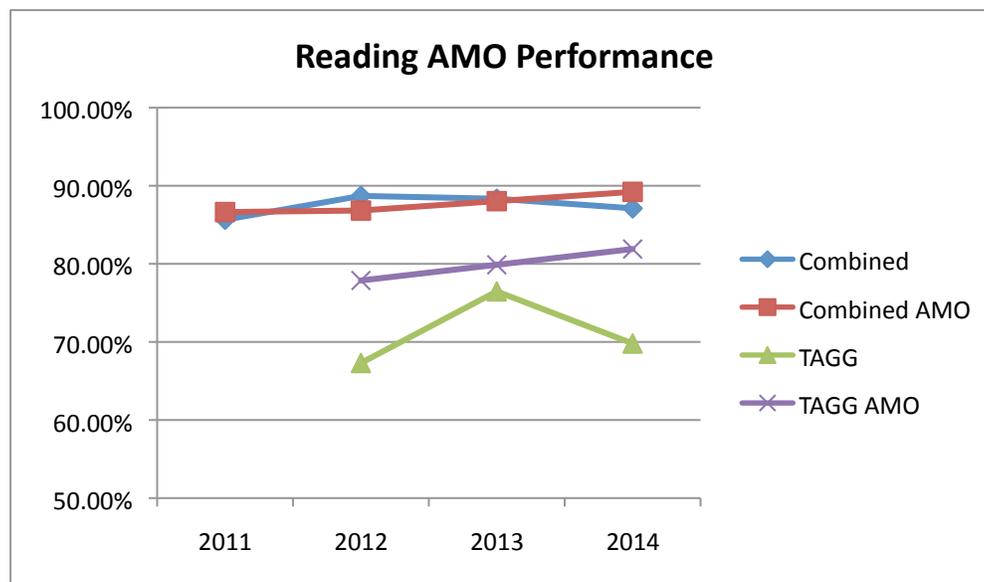
## Section 5 – Academic Performance Goals

### Part A: Current Performance Goals

#### Goals in Reading

1. Arkansas Arts Academy Elementary/Middle School will establish adequately yearly progress goals so that **100% of students in NCLB define subgroups will perform at the proficient or advanced levels on criterion referenced assessments by the 2013-2014 school year. The goal will be to have 20% of students within in each subgroup who score at the basic or below basic level to advance to at least the proficient level each year. This annual goal may be adjusted as necessary to meet the 2013-2014 target of 100% proficiency.**

During the period from 2011 to 2014, Arkansas Arts Academy has achieved or has been very close to AYP in reading each year as defined by state guidelines for the General Population. TAGG data is disappointing (2011 data unavailable on the School Report Card). While the numbers of TAGG students tested each year is statistically viable as a whole, only the Economically Disadvantaged category is consistently large as a percentage of the total population. Students with Disabilities represented a statistically awkward population (2011 not reported; 2012=25; 2013=26; 2014=33). The ELL population was even smaller (2011 not reported; 2012=13; 2013=18; 2014=18). Thus, these two categories have significant weight, but marginal statistical value.



A student-by-student longitudinal analysis tells a more encouraging story (see Appendix: Summary: Literature Progression from 2011-2014; data derived from attached tables "Literature Score Progression to Proficiency by Student: 2011-2014").

- In 2012, 36 of the 50 students who scored BEL or BAS in 2011 retested at AAA (72%). Of these, 23 students fell into one or more categories of the TAGG population (64% of BEL/BAS pop). The GenPop improvement to PRO or ADV was 33%, and the TAGG improvement was 5 of 23 or 21%. Both scores meet the >20% metric, but with very small samples.
- In 2013, 28 of the 36 students who scored BEL or BAS in 2012 retested at AAA (78%). Of these, 19 students fell into one or more categories of the TAGG population (68% of BEL/BAS pop). The GenPop improvement to PRO or ADV was 31%, and the TAGG improvement was 4 of 19 or 21%. Both scores meet the >20% metric, but with very small samples.
- In 2014, 23 of the 43 students who scored BEL or BAS in 2013 retested at AAA (53%). Of these, 20 students fell into one or more categories of the TAGG population (87% of BEL/BAS pop). The GenPop improvement to PRO or ADV was 38%, and the TAGG improvement was 5 of 20 or 25%. Both scores meet the >20% metric, but with very small samples.

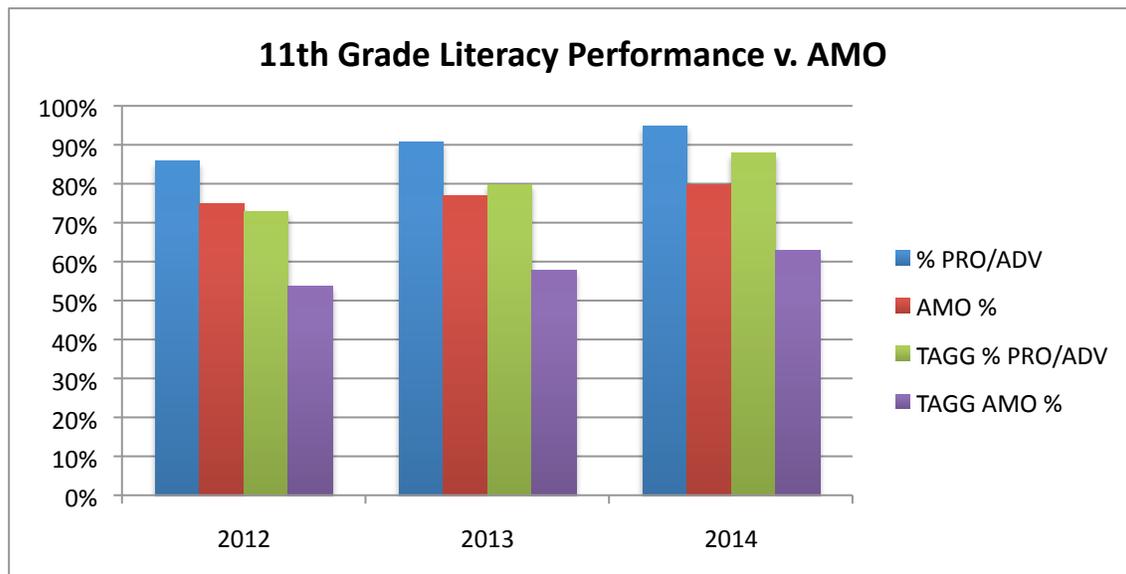
NCLB’s noble and idealistic goal of 100% achievement has not been reached at our school. We are proud that year-to-year we can help individual students achieve new heights of success. We are concerned, however, by the 2014 increase in the percentage of students at BEL/BAS from the TAGG population and the 2014 decline in effectiveness in serving these children well with limited financial resources.

	2012	2013	2014
TAGG Pop	38%	40%	42%
ED Pop	32%	33%	35%
ELL	4%	5%	5%
SWD	7%	8%	9%

In order to increase our effectiveness in the TAGG populations, we have ceased our pull-out strategy as of fall 2014 and have instituted a push-in strategy for our Title I population bolstered by technology. A generous grant purchased iPads for every child in the school (for in-school use), thus effectively raising the number of reading resources (apps) by an order of magnitude. This one-to-one instruction program will begin in January 2015, and we hope to see rapidly improving student scores on MAP and Iowa testing over a three-year period as teachers learn to use the technology effectively.

- Arkansas Arts Academy High School will establish Adequate Yearly Progress goals so that 100% of students in NCLB defined subgroups will perform at the proficient or advanced Levels on criterion-referenced assessments by the 2013-2014 school year. The goal will be to have 20% of students within each subgroup who score at the basic or below basic level to advance to at least the proficient level each year. This annual goal may be adjusted as necessary to meet the 2013-2014 target of 100% proficiency.**

Arkansas Arts Academy has substantially exceeded Combined Population and TAGG goals since AMO were established based on 2011 scores on the 11<sup>th</sup> Grade Literacy Exam. The percentage by which goals were exceeded grew each measured year.

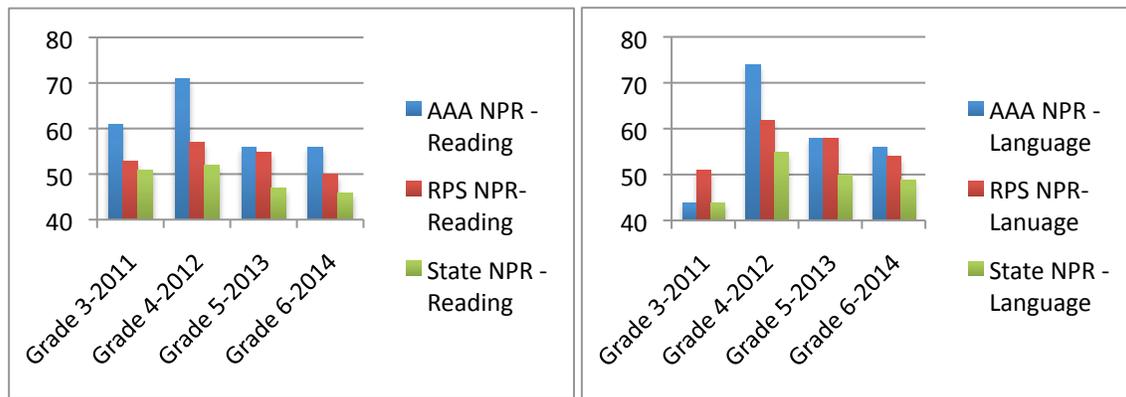


**3. On average, students in the school for at least two years will show improvement as measured by Complete Battery percentile ranks on state-mandated norm-referenced tests. The level of improvement will meet or exceed state averages.**

Arkansas Arts Academy students generated norm-referenced percentile rank data in the period from 2011 to 2014 on the Iowa Test of Basic Skills. The NRT National Percentile Rank of Mean Standard Score was used as the metric. The charts compare AAA to Rogers Public School (District scores). To provide longitudinal data to show both some sense of progress and real comparison, the data is presented in a series of cadres. Norm-referenced tests do not yield improvement statistics the way Criteria-Referenced tests do; therefore, only generalized conclusions can be drawn about increases and decreases in percentile rankings.

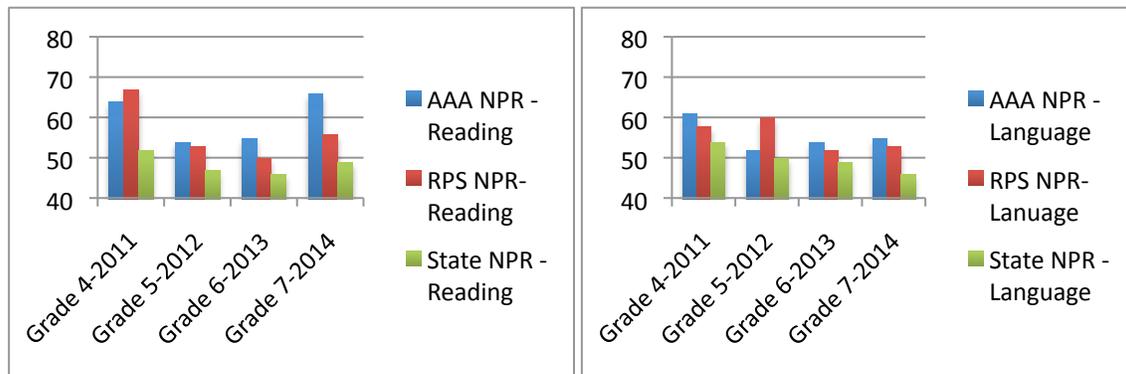
In general summary, AAA's percentile ranking tended to keep to a 10 point range. The exception occurred in the 2011 3<sup>rd</sup> Grade Cadre (see below). The rankings show that we do a better job at reading than language. This is a contrast to both RPS and the state where reading and language scores were of similar rank. In response to this disparity, AAA is revitalizing spelling, grammar, mechanics and vocabulary efforts in the elementary grades to compliment our reading strategies. As we implement our new iPad resources (Spring 2015), the teachers have selected several apps to provide students with engaging lessons in these areas.

**Reading Goal 3 Data: ITBS Comparisons  
2011-2014 3<sup>rd</sup> Grade Cadres**



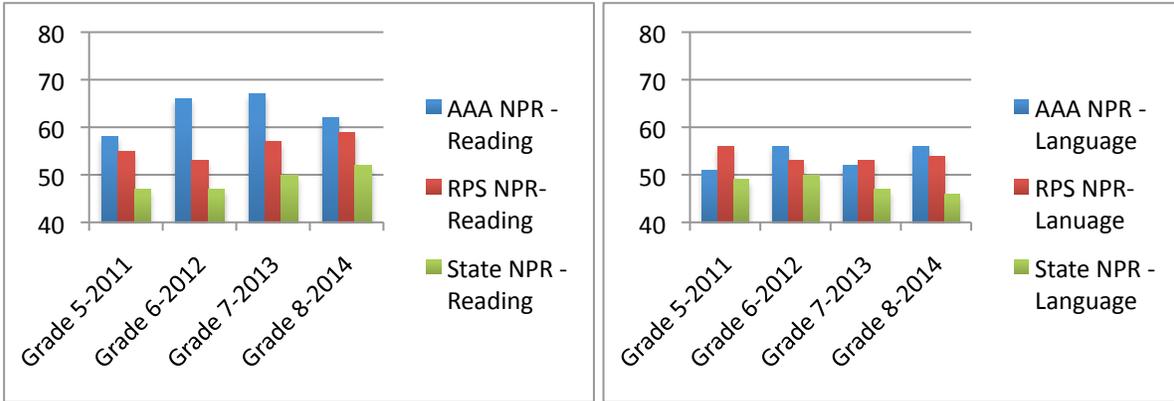
- In 2011, AAA's 3<sup>rd</sup> Grade Cadre started an anomalous low Language rank in Language (44) compared to its Reading rank (62). In 2012 as 4<sup>th</sup> Graders, this group leaped to the 70<sup>th</sup> percentile in both Reading and Language, underscoring the anomalous 2011 score.
- AAA met or exceeded RPS scores in all other years.
- AAA exceeded the state in all rankings.

**2011-2014 4<sup>th</sup> Grade Cadres**



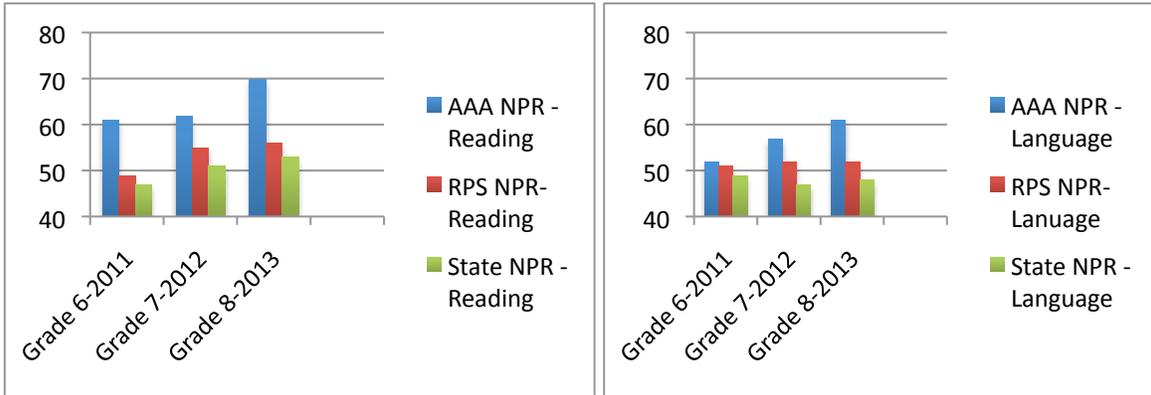
- The 4<sup>th</sup> Grade Cadre showed progress in Reading as compared to both Rogers and the state. Although the percentile rank dipped in 2012 and 2013, the dip was less than RPS or the state.
- AAA's 4<sup>th</sup> Grade Cadre Language percentile rank dropped against RPS in 2012, but recovered to a higher rank in 2013 and 2014.
- AAA's 4<sup>th</sup> Grade Cadre exceeded all state rankings.

### 2011-2014 5th Grade Cadres



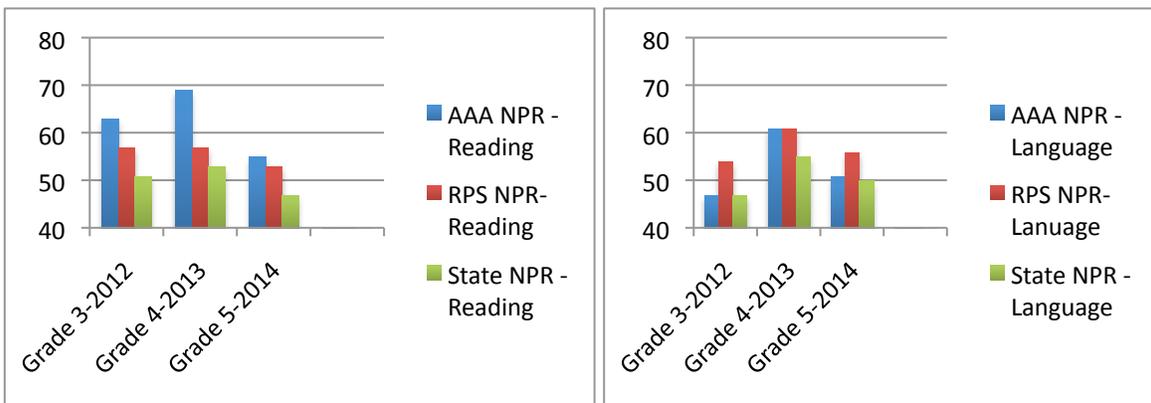
- AAA's 2011 5<sup>th</sup> Grade Cadre exceeded both RPS and the state in Reading in all years.
- AAA's cadre Language percentile score rose 5 percentile points over the period, ending higher than both RPS and the state.

### 2011-2013 6th Grade Cadres



- AAA's 2011 6<sup>th</sup> Grade cadre increased its percentile rank each year and did so at a higher rate than either RPS or the state.

### 2012-2014 3<sup>rd</sup> Grade Cadres



- AAA's 2012 3<sup>rd</sup> Grade cadre exceeded both RPS's cadre and the state's cadre in Reading.
- AAA's cadre exceeded the state's cadre in Language all three years charted, but fell short of RPS's cadre rankings in 2011 and 2013.

#### **4. Students on the Elementary/Middle School campus will score at or above state proficiency performance levels in Literacy by our 2013-2014 school year.**

Augmented Benchmark Criteria-Referenced (CRT) Mean Scale Scores and percentage achievement of Proficient and Advanced (PRO/ADV) were used to demonstrate Arkansas Arts Academy students' achievement relative to Rogers Public Schools (RPS) and state aggregate achievement. (See Appendix-Reading Goal 4 Data: Benchmark CRT Comparisons). Rogers Public School District numbers were used because our students represent three counties and dozens of schools-of-origin. In general, AAA student cadres progressed in both mean scale score and percentage achievement in the measured periods (i.e., 2011-2014 or 2012-2014). AAA students exceeded state achievement in both mean scale score and percentage achievement in all measurements. AAA students scored lower than but close to RPS scores all too often. When compared to AAA's success in relation to RPS in Norm-Referenced tests (see Goal 3 above), writing and language skills can be diagnosed as the opportunities for improvement. Despite the lower mean scores, AAA student percentage of achievement held much more closely to the RPS numbers.

##### 2011 3<sup>rd</sup> Grade Cadres

Percentages rose for all three cadres from 3<sup>rd</sup> through 5<sup>th</sup> grades and then dropped in 6<sup>th</sup> grade. State averages dropped in that year most steeply and AAA dropped least in both mean scale score and percentage achievement. AAA's mean scale score rose 149 points in the period compared to RPS's 122 points and the states' rise of 113 points.

##### 2011 4<sup>th</sup> Grade Cadres

The mean scale score of all three cadres rose significantly between 2011 and 2014 with a dip in 2013 for all. While the mean scale score rose, percentage achievement decreased for all either -5% or -4% (RPS). AAA's mean scale score rose 124 points in the period compared to RPS's 103 points and the state's rise of 85 points.

##### 2011 5<sup>th</sup> Grade Cadres

The mean scale score of all three cadres rose significantly between 2011 and 2014. Percentage achievement rose between 2011 and 2013 for both AAA and RPS, but dropped slightly for the state numbers. In 2014, only RPS rose against 2013 percentage achievement. AAA's mean scale score rose 105 points across the four years, almost matching RPS's 110 points.

##### 2011 6<sup>th</sup> Grade Cadres

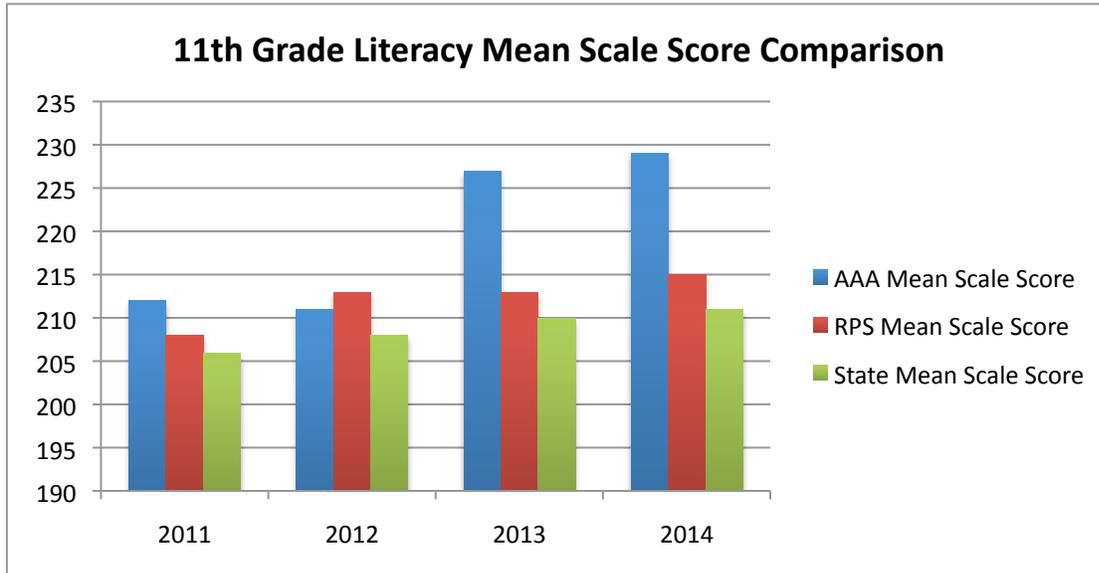
The mean scale score of all three cadres rose significantly between 2011 and 2013. AAA exceeded both RPS and the state in 2011 and 2013. AAA's percentage achievement rose 9% overall compared to RPS's 7% and the state's 3%. AAA's mean scale score rose 119 points in the period compared to RPS's 90 points and the state's rise of 85 points.

##### 2012 3<sup>rd</sup> Grade Cadres

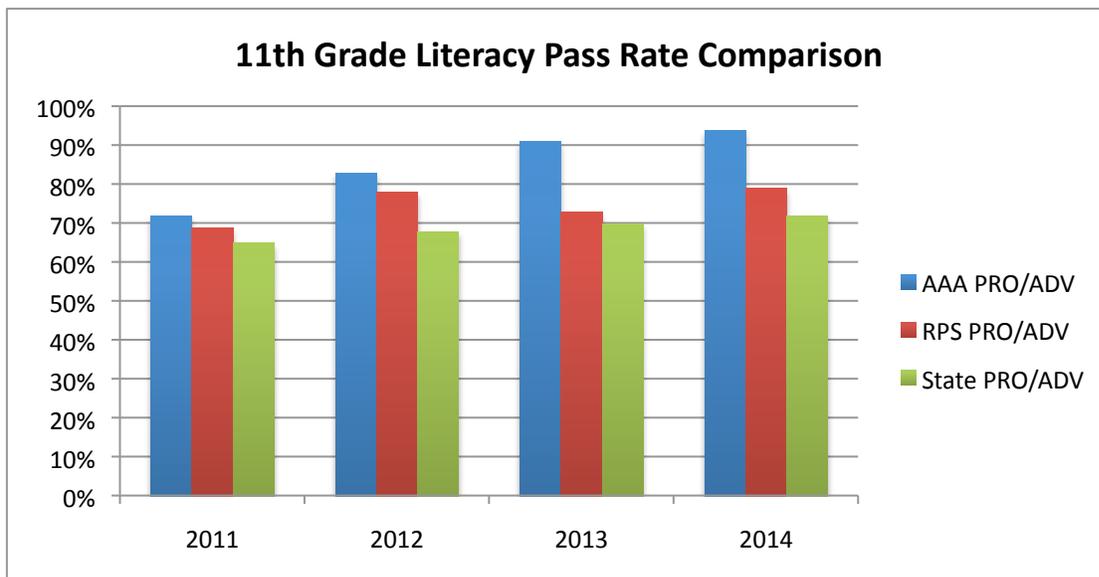
The mean scale score of all three cadres rose well between 2011 and 2013, with RPS and the state showing consistent gains. In 2014, AAA's dropped in both mean scale score and percentage achievement. No explanation is yet apparent in either student retention or teacher retention; NRT scale drops were consistent with the CRT data (see Reading Goals 3). AAA's percentage achievement dropped 2%, RPS's rose 2%, and the state's did not rise at all over the period. AAA's mean scale score only rose 69 points, while RPS's rose 92 and the state's 106. The data is at odds with easy interpretation.

**5. Students taking the 11th Grade Literacy Examination will score at or above state proficiency performance levels until Annual Expected Performance Levels reach 100% during the 2013-2014 school year.**

Arkansas Arts Academy 11<sup>th</sup> Grade Literacy Examination scores rose each year from 2012 forward. In 2014, AAA's Mean Scale score was 14 points higher than Rogers Public Schools (District) and 19 points higher than the state.



Arkansas Arts Academy exceeded both RPS and the state in percentage of Proficient and Advanced students. In 2014, AAA achieved 2<sup>nd</sup> in state in the percentage PRO/ADV with 53% of students in the Advanced category.

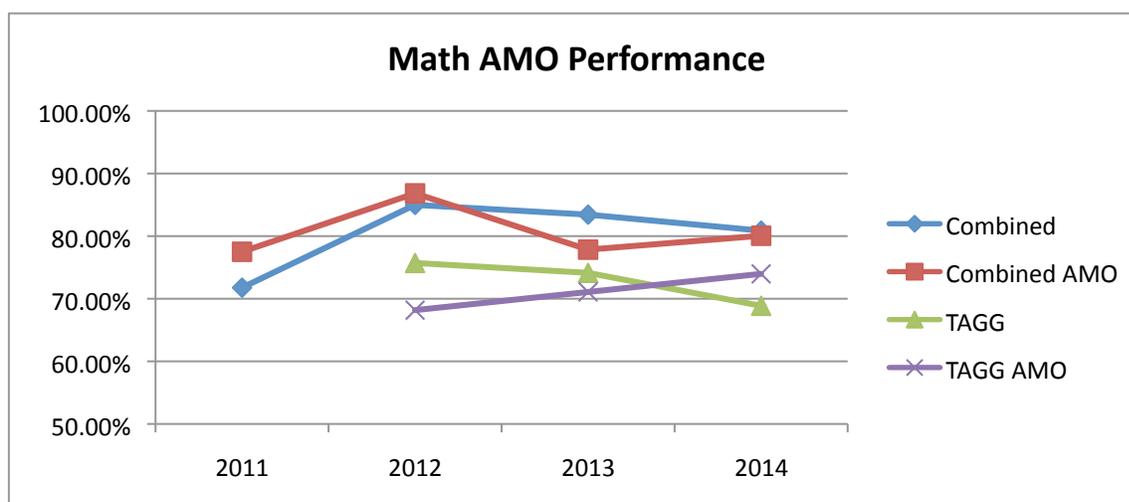


Success in this area is primarily due to enhancing the 9<sup>th</sup> and 10<sup>th</sup> grade curriculum with AP strategies and tools over a four-year period.

## Goals in Mathematics

1. Arkansas Arts Academy Elementary/Middle School will establish adequately yearly progress goals so that **100% of students in NCLB define subgroups will perform at the proficient or advanced levels on criterion referenced assessments by the 2013-2014 school year. The goal will be to have 20% of students within in each subgroup who score at the basic or below basic level to advance to at least the proficient level each year. This annual goal may be adjusted as necessary to meet the 2013-2014 target of 100% proficiency.**

During the period from 2011 to 2014, Arkansas Arts Academy has achieved or has been very close to AYP in mathematics each year as defined by state guidelines for the General Population. TAGG data drop in 2014 is disappointing (2011 data unavailable on the School Report Card). While the numbers of TAGG students tested each year is statistically viable as a whole, only the Economically Disadvantaged category is consistently large as a percentage of the total population. Students with Disabilities represented a statistically awkward population (2011 not reported; 2012=25; 2013=26; 2014=33). The ELL population was even smaller (2011 not reported; 2012=13; 2013=18; 2014=18). Thus, these two categories have significant weight, but marginal statistical value.



A student-by-student longitudinal analysis tells a more encouraging story (see Appendix: Summary: Literature Progression from 2011-2014; data derived from attached tables "Math Score Progression to Proficiency by Student: 2011-2014").

- In 2012, 67 of the 96 students who scored BEL or BAS in 2011 retested at AAA (70%). Of these, 33 students fell into one or more categories of the TAGG population (49% of BEL/BAS pop). The GenPop improvement to PRO or ADV was 56%, and the TAGG improvement was 17 of 33 or 52%. Both scores meet the >20% metric, but with very small samples.
- In 2013, 40 of the 55 students who scored BEL or BAS in 2012 retested at AAA (75%). Of these, 27 students fell into one or more categories of the TAGG population (68% of BEL/BAS pop). The GenPop improvement to PRO or ADV was 34%, and the TAGG improvement was 9 of 27 or 33%. Both scores meet the >20% metric, but with very small samples.
- In 2014, 41 of the 65 students who scored BEL or BAS in 2013 retested at AAA (63%). Of these, 26 students fell into one or more categories of the TAGG population (63% of BEL/BAS pop). The GenPop improvement to PRO or ADV was 38%, and the TAGG improvement was 8 of 26 or 30%. Both scores meet the >20% metric, but with very small samples.

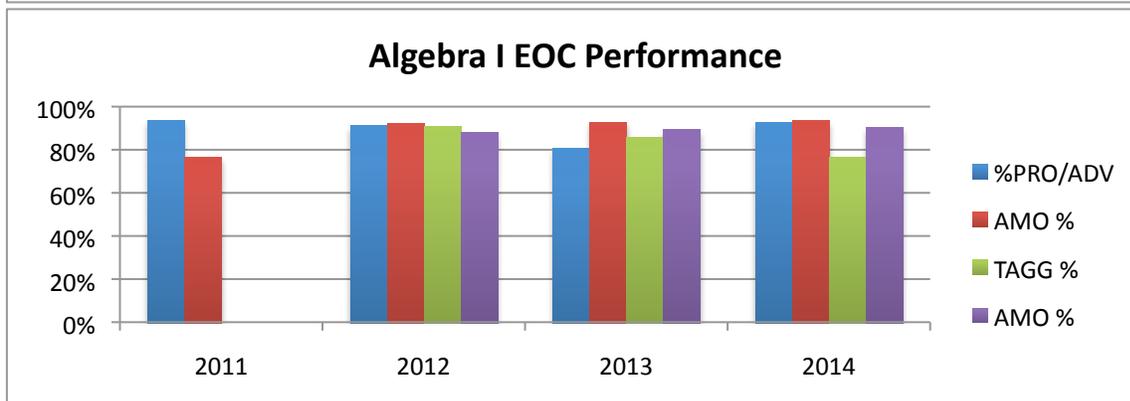
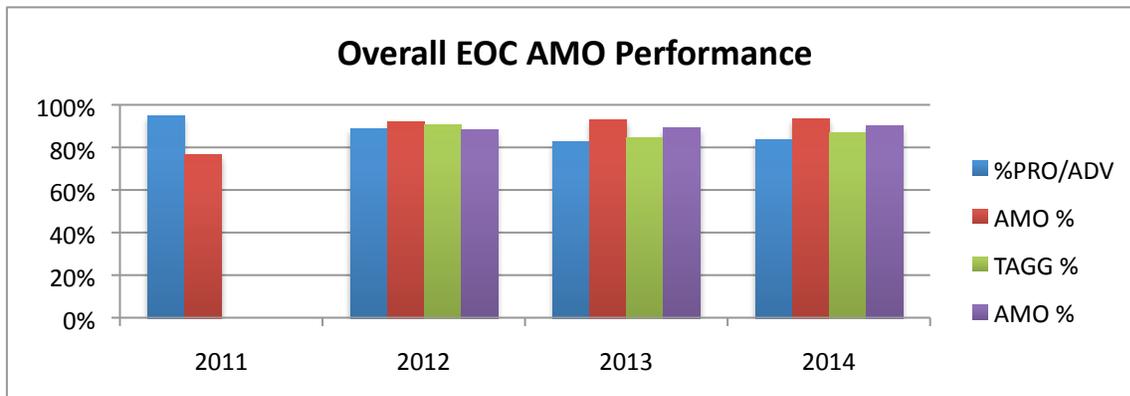
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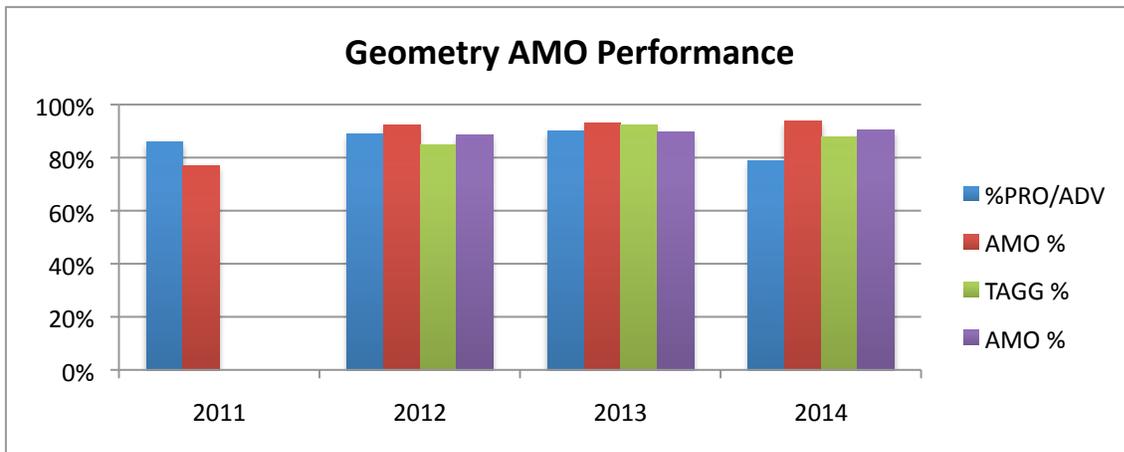
	2012	2013	2014
TAGG Pop	38%	40%	42%
ED Pop	32%	33%	35%
ELL	4%	5%	5%
SWD	7%	8%	9%

In order to increase our effectiveness in the TAGG populations, we have ceased our pull-out strategy as of fall 2014 and have instituted a push-in strategy for our Title I population bolstered by technology. A generous grant purchased iPads for every child in the school (for in-school use), thus effectively raising the number of reading resources (apps) by an order of magnitude. This one-to-one instruction program will begin in January 2015, and we hope to see rapidly improving student scores on MAP and Iowa testing over a three-year period as teachers learn to use the technology effectively.

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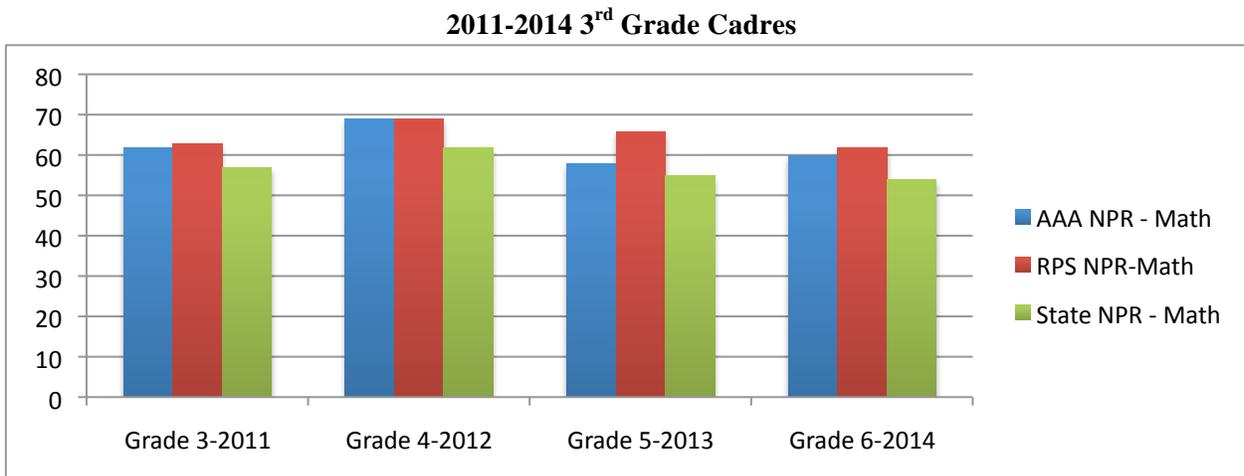
In 2011, Arkansas Arts Academy was a victim of its own success. The AMO baseline was established at 77%. We hit 95%. Subsequent AMO's were adjusted from the originally projected 79% to 92%. In subsequent years, we scored well or great in Algebra I, but less well in Geometry. In 2014, the OEP reported that our Algebra I score was 3<sup>rd</sup> highest in the state, yet we did not meet AMO due to a drop in Geometry scores. A partial explanation for the drop in 2013 Algebra scores and subsequent drop in 2014 Geometry scores should include mention of a tragedy. In February 2013, the Algebra teacher suddenly died. It should be no surprise that these students might not bounce back immediately.





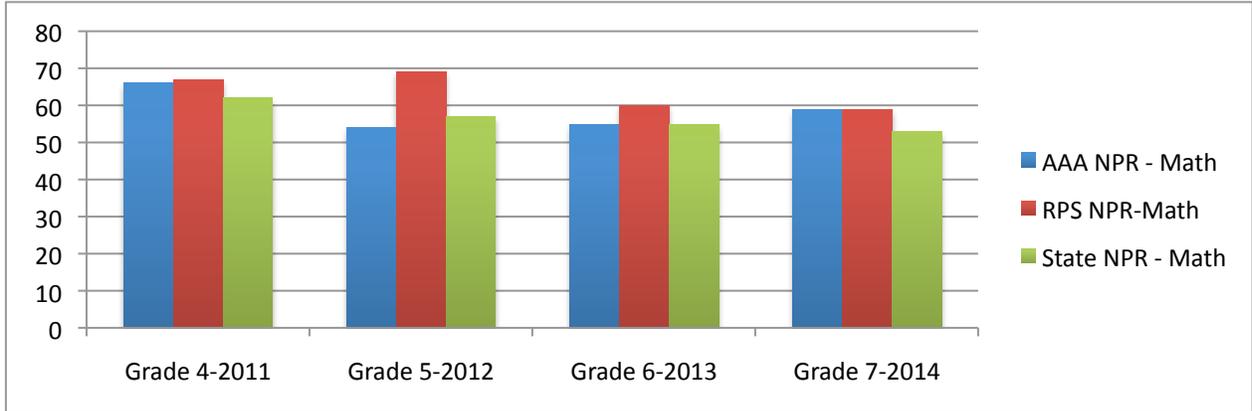
3. On average, students in the school for at least two years will show improvement as measured by Complete Battery percentile ranks on state-mandated norm-referenced tests. The level of improvement will meet or exceed state averages.

Arkansas Arts Academy students generated norm-referenced percentile rank data in the period from 2011 to 2014 on the Iowa Test of Basic Skills. The NRT National Percentile Rank of Mean Standard Score was used as the metric. The charts below compare AAA to Rogers Public School (District scores) and state rankings. To provide longitudinal data to show both some sense of progress and real comparison, the data is presented in a series of cadres. Norm-referenced tests do not yield improvement statistics the way Criteria-Referenced tests do. Only generalized conclusions can be drawn about increases and decreases in percentile rankings.



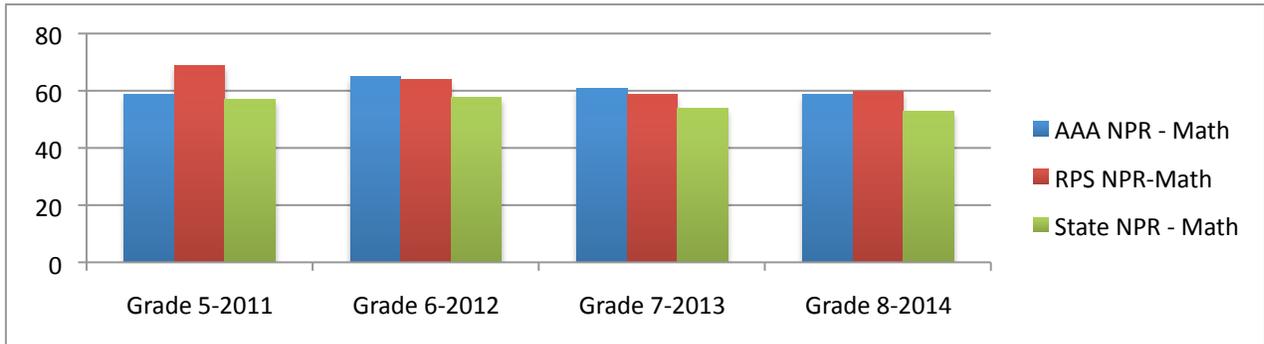
- In 2011, AAA's 3<sup>rd</sup> Grade Cadre established an above the 60<sup>th</sup> percentile rank that was generally maintained over the next three years, higher than the state rank each year and close to RPS's rank in 2011, 2012, and 2014.
- AAA exceeded state rankings each measured year.

### 2011-2014 4<sup>th</sup> Grade Cadres



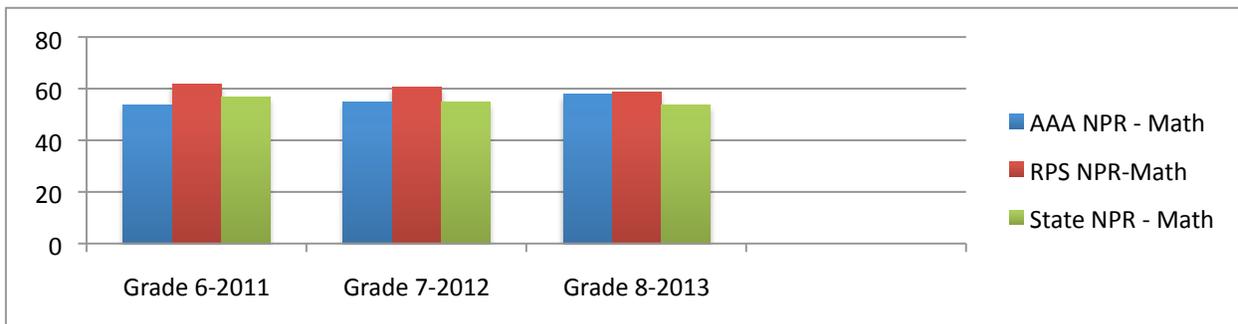
- The 2012 drop in AAA’s rank was dramatic when compared with a rise in rank at RPS and less severe downturn for the state; however, AAA’s rank recovered while RPS fell in 2013 & 2014.

### 2011-2014 5<sup>th</sup> Grade Cadres



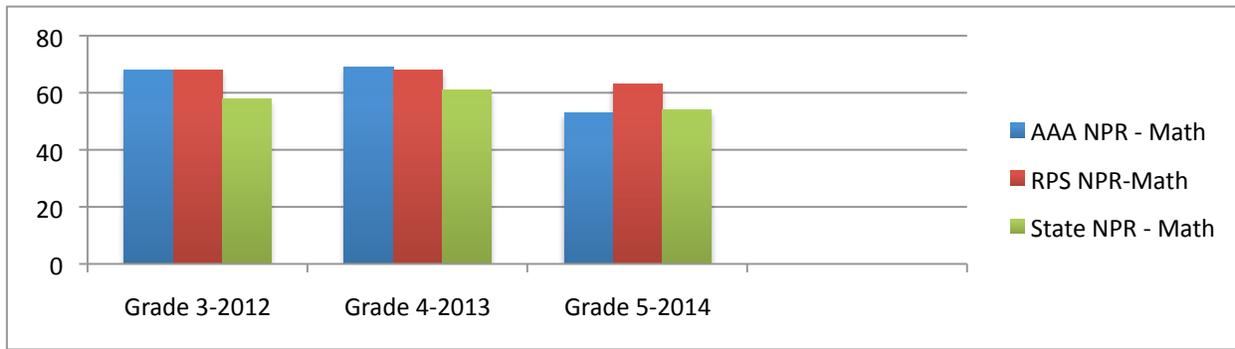
- The 2011 5<sup>th</sup> Grade Cadre established a respectable 59<sup>th</sup> percentile rank and held close to that rank in subsequent years. It was the only cadre that did not lose ground over the period.
- AAA exceeded state ranking each measured year.
- AAA exceeded RPS’s rank in 2012 and 2013.

### 2011-2013 6<sup>th</sup> Grade Cadres



- AAA’s 6<sup>th</sup> Grade Cadre is a struggling group. Our cadre was below state rank in 2011, tied in 2012, and exceeded the state in 2013 by a narrow margin.
- RPS’s scores held firm near the 60<sup>th</sup> percentile rank. AAA narrowed the difference gap to 2 percentile points in 2013.
- In 2014, a significant portion of this group (with about a 30% turn-over) helped AAA score 4<sup>th</sup> highest in the state on the 2014 Algebra I EOC.

### 2012-2014 3<sup>rd</sup> Grade Cadres



- AAA's 2012 3<sup>rd</sup> Grade Cadre exceeded the state's rank in 2012 and 2013 but fell short in 2014.
- AAA's 2012 3<sup>rd</sup> Grade Cadre tied RPS's rank in 2012 and exceeded RPS's 2013. AAA fell short of RPS's rank by 10 points in 2014.

#### 4. Students on the Elementary/Middle School campus will score at or above state proficiency performance levels in Mathematics by our 2013-2014 school year.

Augmented Benchmark Criteria-Referenced (CRT) Mean Scale Scores and percentage achievement of Proficient and Advanced (PRO/ADV) were used to demonstrate Arkansas Arts Academy students' achievement relative to Rogers Public Schools (RPS) and state aggregate achievement. (See Appendix Math Goal 4 Data: Benchmark CRT Comparisons). Rogers Public School District numbers were used because our students represent three counties and dozens of schools-of-origin. In general, AAA student cadres progressed in both mean scale score and percentage achievement in the measured periods (i.e., 2011-2014 or 2012-2014).

#### 2011 3<sup>rd</sup> Grade Cadres

Mean scale scores generally increased over the measured period. However, the increase was not great enough to predicate a similar rise in achievement percentages. AAA exceeded state numbers in 2012, 2013 & 2014. AAA exceeded RPS achievement percentages in 2012 and 2014, while the 2013 scores were very close.

#### 2011 4<sup>th</sup> Grade Cadres

After beginning behind both RPS and the state in 2011 & 2012, AAA exceeded both in mean scale score in the last two years. Despite having a slightly higher mean scale score in 2014, the law of large numbers indicated that RPS had a higher achievement percentage (79% vs. AAA's 75%).

#### 2011 5<sup>th</sup> Grade Cadres

The mean scale score of all three cadres rose overall between 2011 and 2014. Of the three, only AAA rose in percentage achievement over the measured period. AAA exceeded RPS and state achievement percentages from 2012 to 2014.

#### 2011 6<sup>th</sup> Grade Cadres

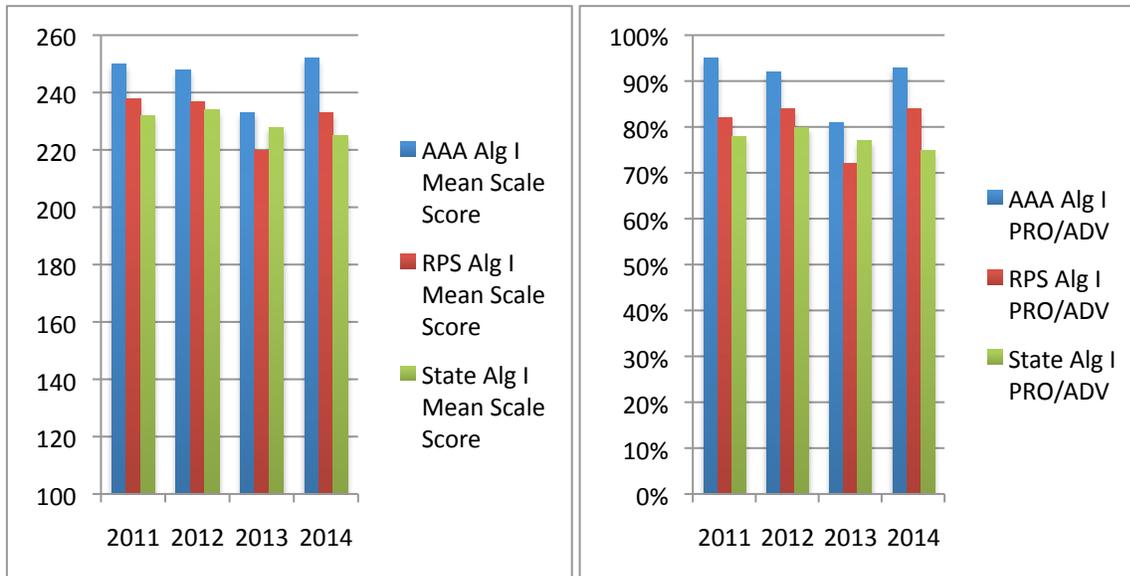
The mean scale score of all three cadres rose moderately between 2011 and 2013. The severe drop in achievement percentages reflects the removal of all Pre-AP Algebra students from the cadres in 8<sup>th</sup> grade. AAA exceeded state achievement percentages in 2013 and 2014.

#### 2012 3<sup>rd</sup> Grade Cadres

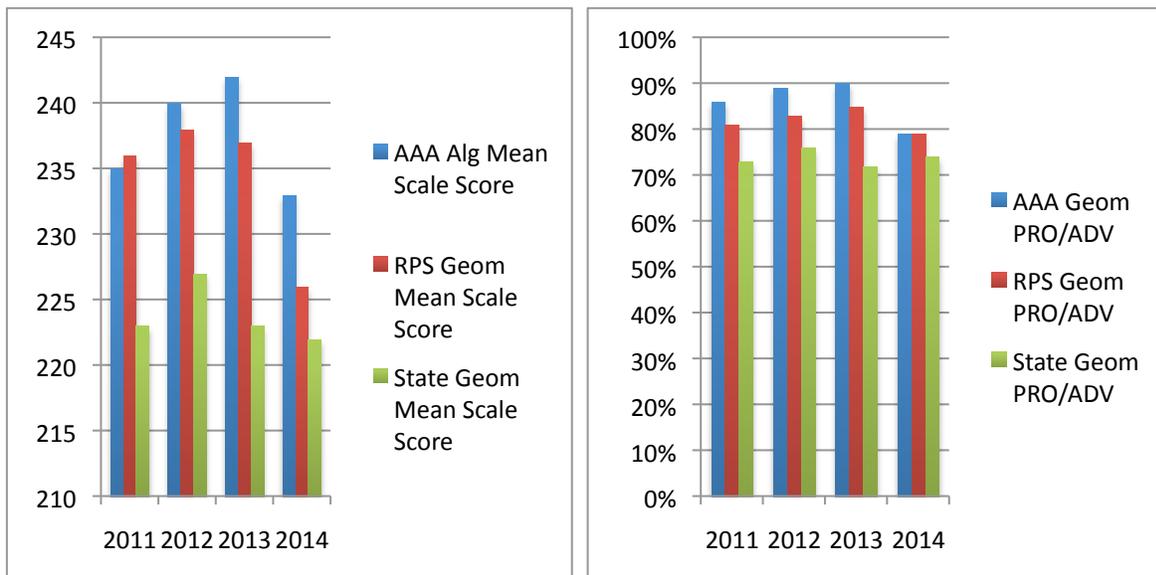
Arkansas Arts Academy exceeded state mean scale scores and achievement percentages in all three years. AAA exceeded or was very close to RPS's mean scale scores and achievement percentages.

**5. Students taking the End-of Course Examinations in Algebra I and Geometry will score at or above state proficiency performance levels until Annual Expected Performance Levels reach 100% during the 2013-2014 school year.**

Arkansas Arts Academy students scored above Rogers Public School and state students four out of four years.



Arkansas Arts Academy students exceeded state scores from 2011 to 2014 by a wide margin. AAA students exceeded RPS students' Mean Scale score from 2012 to 2014 and exceed RPS students' achievement percentage from 2011 to 2013. 2014 was a tie.



## Other Goals

### **1. Arkansas Arts Academy High School will have a composite ACT goal of 2 points higher than the state average.**

Arkansas Arts Academy achieved the goal of state ACT average +2 pts only in 2014. That being said, we are proud to report that every 11<sup>th</sup> Grade student in the school took the ACT every year from 2011 to 2014. Any exceptions were due to absences on the day of test or a student with disabilities who opted out. Although we did not meet our measure of success, we celebrate our students' achievements.

	AAA Composite	State Composite	Difference
2011	21.8	19.9	1.9
2012	20.1	20.3	-0.2
2013	19.1	20.2	-1.1
2014	22.8	20.4	2.4

### **2. Arkansas Arts Academy High School will have an average attendance rate of 95%.**

Arkansas Arts Academy achieved its attendance goal in three out of four years as reported in ACSIP documents.

2010-2011	91.3%
2011-2012	95%
2012-2013	96%
2013-2014	95%

### **3. Twenty percent of Arkansas Arts Academy High School students will receive fine arts scholarships, fellowships, or other invitations of performance.**

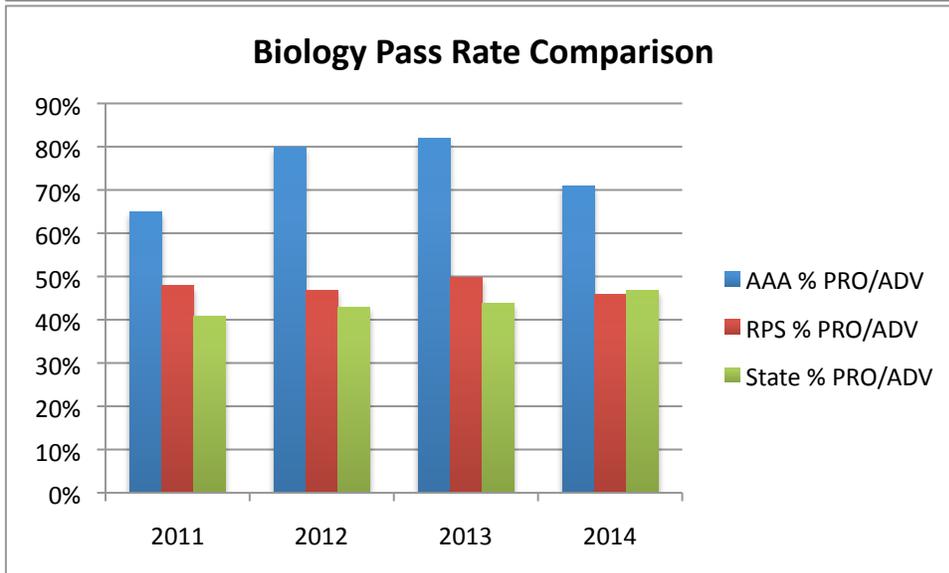
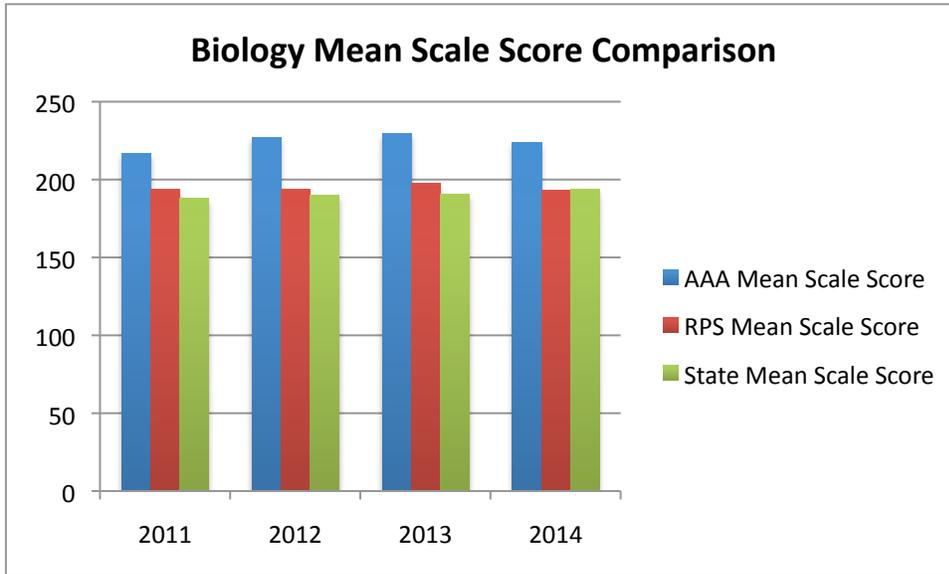
During the period from 2012-2014, Arkansas Arts Academy had 122 graduates, and of those graduates 19, or 16%, received scholarships in the Arts. 2011-2012 data is not available.

A counselor was hired during the 2012-13 school year to help with scholarships and college planning. As a result, our scholarship numbers overall have increased dramatically over the last two years. During the 2012-13 school year over 60 percent of our students received scholarships making an average of \$19,900 per student. During the 2013-14 school year 80 percent of our graduates received scholarships as we had 46 graduates and 37 of them received scholarships for an average of \$39,900 per graduate. The scholarship totals are calculated by the counseling office in a spring survey of seniors.

To address the issue of arts specific scholarships, Arkansas Arts Academy is confident the new partnership with Crystal Bridges Museum and the hiring of two full time Arts Curriculum Coordinators will help. In addition, Arkansas Arts Academy is planning an Arts College Fair in the fall of 2015 to help broaden our student's exposure to arts schools and scholarships. The fair will be open to any student in the region as a service to the student Arts community. The college fair is being planned with cooperation of 21C Hotel.

**4. Students taking the Biology End-of-Course Examination will score at or above state proficiency performance levels established on a yearly basis.**

Arkansas Arts Academy far exceeded Rogers Public Schools and the State in Biology Mean Scale Score and percent of students Proficient and Advanced for four years running.



## **Part B: 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.**

### **Academic Goals**

1. Arkansas Arts Academy student cadres will show progress in literacy over the charter contract period as measured by the end-of-year state required testing. Cadres are defined as student groups moving up a grade each year (i.e., Grade 3-2014 becomes Grade 4-2015, etc.). AAA student performance will exceed state and regional performance.
2. Arkansas Arts Academy student cadres will show progress in math over the charter contract period as measured by the end-of-year state required testing. Cadres are defined as student groups moving up a grade each year (i.e., Grade 3-2014 becomes Grade 4-2015, etc.). AAA student performance will exceed state and regional performance.
3. Arkansas Arts Academy will provide proof that NRT scores on state required NRT assessments such as the Iowa Test of Basic Skills (grades 3-8) are above the national mean. Limited success will be indicated by a rank between the 55<sup>th</sup> and 60<sup>th</sup> percentile (inclusive) by grade by year. Success will be indicated by a rank at or above the 61<sup>st</sup> percentile by grade by year. Sustained success will be indicated by a sustained cadre success over multiple years with an average percentile rank of the 60<sup>th</sup> percentile or above.
4. Arkansas Arts Academy will demonstrate proof of progress for Economically Disadvantaged students who score below the state mean scale score beginning in the second year of PARCC testing (or state mandated assessment) on the end-of-year exam. Success will be demonstrated when a student's achievement 1) meets a concurrent year state mean scale score, and 2) sustains achievement at Proficient or Advanced for two successive years.
5. Arkansas Arts Academy will demonstrate proof of progress for Limited English Proficiency students who score below the state mean scale score beginning in the second year of PARCC testing (or state mandated assessment) on the end-of-year exam. Success will be demonstrated when a student's achievement 1) meets a concurrent year state mean scale score, and/or 2) sustains achievement at Proficient or Advanced for two successive years.
6. Arkansas Arts Academy will demonstrate proof of progress for Students with Disabilities who score Below Basic on the end-of-year alternative exam. Success will be demonstrated when a student's achievement meets the Basic criteria or above for two concurrent years. For Students with Disabilities who score Basic, success will be determined with the student meets the Proficient criteria for two concurrent years. Success may also be measured by successful transition from the alternative assessment to the PARCC assessment (or state mandated assessment) with a score near or above the Proficient minimum.

### **Other Goals**

1. Arkansas Arts Academy will be able to demonstrate proof of teacher accountability and improved teacher performance as measured by TESS evaluations, and formal parental surveys. Success will be demonstrated for each teacher by a proficient TESS rating and 80%+ positive parent/guardian rating.
2. Arkansas Arts Academy will be able to demonstrate proof of racial/ethnic access to the school as measured by parity within +/- 2% of Benton County demographics (US Census Bureau data) for all racial/ethnic categories required by the state for each year.
3. Arkansas Arts Academy will be able to demonstrate proof of parent confidence by the results of a yearly survey to parents/guardians. Success will be indicated by a 40% yearly response rate (by the number of families, not individual students). Questions will solicit information about 1) art-integration curriculum efficacy, and 2) climate of learning in the schools. Of these, 80% will indicate positive progress from the previous year.
4. Arkansas Arts Academy will demonstrate parental involvement. This will be measured by volunteer logs. Success will be demonstrated when parents contribute at least 500 volunteer hours in 2014-2015, and at least 600 volunteer hours in all subsequent contract years.

## Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

Below are the findings from the 2012-2013 audit report, as reported by the Legislative Joint Auditing Committee on June 30, 2013:

1. **Internal Control:** The district has not adequately segregated financial accounting duties among appropriate employees.
2. **Uninsured Deposits** – Arkansas Code 6-20-222 requires collateralization of all deposits. The Charter had uninsured deposits of \$260,593

### Internal Control

In response to the audit findings on June 30, 2013, four actions were taken to address internal control of funds problem providing a greater measure of accountability in handling funds, especially payroll. Below is the pertinent excerpt from the Schedule of Findings and Responses document (pdf of the full document in the Appendix).

#### **Views of Responsible Officials and Planned Corrective Action:**

Beginning August 26, 2013, Management (BCSA):

- Hired a new Chief Financial Officer (CFO) with a degree in accounting and eleven (11) years of experience;
- Ensures that the Superintendent sees, approves, and signs off on all journal entries. All journal entries are explained to the superintendent by the CFO prior to his signature;
- Ensures that all monthly bank statements are reconciled each month. The CFO will ensure that the Superintendent sees and approves all monthly bank records and reconciliations;
- Upon preparation of the payroll twice each month, the CFO will delegate submission of payroll (through direct deposit) to the Central Office Administrative Assistance, who will submit the payroll.

### Uninsured Deposits

In response to the findings, deposit insurance was acquired and is still maintained. Below is the pertinent excerpt from the Schedule of Findings and Responses document (pdf of the full document in the Appendix).

#### **Views of Responsible Officials and Planned Corrective Action:**

Beginning January 1, 2014, Benton County School of the Arts (Pledgee) will have a Pledgee Agreement in place with the Federal Reserve Bank of Boston (Pledgor). This bank will establish a Restricted Securities Account for the Benefit of the Pledgee. A collateral transaction is initiated by the Pledgor. The pledge of collateral secures deposits in excess of \$250,000, the amount insured by the FDIC. The Bank issues a confirmation to the Pledgee and the Pledgor for each collateral transaction. The confirmation is conclusive evidence of the collateral transaction.

## Section 7 – Waivers

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

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

6-10-106	School year dates
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-111	Duty free lunch for teachers
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is 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
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2407	Reduction in force procedure—Written policy required
6-18-503	Written student discipline policies required
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-505	School discipline act (corporal punishment)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

### **Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

15	Personnel
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
18	Gifted and Talented Education
19	Supplementary Educational Opportunities
19.03	Pertaining to alternative learning environments

### **Waivers from Other Rules:**

- ADE Rules Governing Education Licensure
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
  
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules for Gifted and Talented Program Approval Standards

- ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (certified staff salary schedule)
- Technology centers
- Teacher evaluations
- African American History
- Personnel

## **Part A: New Waiver Requests**

The following waivers are hereby submitted for consideration by the Review Board:

a.) Section 10.01.4 (concerning planned instructional day) of the ADE Rules Governing the Standards for Accreditation:

With an increase in digital instructional materials and devices for students, Arkansas Arts Academy is requesting a waiver of the Planned Instructional Day Requirements in order to create individualized offerings for students through distance learning. Distance learning offerings, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week. Although the situation does not currently exist, we request this waiver to facilitate high school students with opportunities for internships in business and the arts that might conflict with the school day.

b.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:

AAA requests this waiver in order to provide accelerated opportunities for advanced students in those areas of where the high school's total population is not sufficient to provide instruction (i.e., foreign languages other than Spanish, AP courses, and other distance learning opportunities). Therefore, the Applicant requests the waiver of seat time requirement. AAA assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks. AAA, by this waiver request, is not seeking to waive any graduation requirements.

c.) Section 9.03.4.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:

The Arkansas Arts Academy is required to teach Oral Communication as a separate class to its students in grades 9-12. In order to better prepare students in grades 9-11 for Common Core requirements (SL1-6) in collaboration, research, and spoken and multimedia presentation, AAA seeks to embed the Arkansas framework requirements for Oral Communication into the ELA curriculum. AAA requests this waiver in order to increase the rigor of Oral Communication instruction by increasing the relevance of collaborative learning and presentation skills purposefully linked to the rhetorical strategies taught at AAA. Additionally, collaborative learning and presentation are integral parts of an overall art integration curriculum. Embedding oral communications instruction in the ELA curriculum with collaboration from Social Studies, Arts, Math, and Science teachers according to Common Core Anchor frameworks will not dilute but enhance this course of instruction.

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

List each waiver granted by the State Board 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.

Arkansas Arts Academy wishes to maintain all current approved waivers.

## **Section 8 – Requested Amendments**

No charter amendments are requested at this time.

# Appendix Table of Contents

## Section 1:

- I. Walton Family Foundation Grant Letters
- II. Crystal Bridges Museum of American Art/Arkansas Arts Academy Draft Agreement

## Section 2: No documents

## Section 3: No documents

## Section 4: No documents

## Section 5:

- I. Reading Goal 1 Data
  - a. Summary: Literature Progression from 2011-2014
  - b. Literature Score Progression to Proficiency by Student: 2011-2014
- II. Reading Goal 3 Data: ITBS Comparisons
- III. Reading Goal 4 Data: Benchmark CRT Comparisons
- IV. Math Goal 1: Data
  - a. Summary: Math Progression from 2011-2014
  - b. Math Score Progression to Proficiency by Student: 2011-2014
- V. Math Goal 3 Data: ITBS Comparisons
- VI. Math Goal 4 Data: Benchmark CRT Comparisons

## Section 6:

- I. Schedule of Findings and Responses
- II. Deposit Insurance Agreement: Pledgee Agreement

## Letters of Support

# Walton Family Foundation Grants

*The*  
**WALTON FAMILY  
FOUNDATION**

| P.O. Box 2030 | Bentonville | AR 72712-2030

September 25, 2014

Mary Ley  
Benton County School of the Arts  
d/b/a Arkansas Arts Academy  
8 Halsted Circle, Suite 5  
Rogers, AR 72756

RE: Grant # 2014-1330

Dear Ms. Ley,

It is my pleasure to inform you that the Walton Family Foundation, Inc. ("Foundation"), has approved a grant in the amount of \$452,956.00 to Benton County School of the Arts ("Grantee"). This grant is at the recommendation of Alice L. Walton and is subject to the terms attached.

The grant funds are to provide the necessary technology to support a direct partnership between Arkansas Arts Academy and Crystal Bridges Museum of American Art, allowing the school access to arts-infused curriculum both designed and recommended by the museum, as more fully described in the budget listed as Appendix A. It is expected that the school will use annual textbook allocations to upgrade and/or replace technology as needed. A check is enclosed for the full amount of the grant.

Reporting: Please provide the Foundation with a financial and narrative report due September 30, 2015. The report shall include an account of expenditures of grant funds, and a brief narrative of what was accomplished. Please send all reports electronically to [specialinterest@wffmail.com](mailto:specialinterest@wffmail.com) and reference Grant #2014-1330 on all reports submitted.

I hope you will help us honor the spirit of our policy by noting in your records that we do not accept any type of gratuity including tickets, tables, recognition items or benefits of any kind. Publicizing or recognizing the grant and the Foundation in Grantee's publications, communications and events in a manner consistent with similar grants obtained by Grantee is permitted.

Again, we are pleased to be able to assist your organization. We wish you all the best in your efforts, and we look forward to hearing about the results of your work.

For all communications regarding the grant, your point of contact at the Foundation will be Senior Program Officer, Kathy Smith. She can be contacted via phone or email as follows: Telephone number (479) 464-1567, Fax number (479) 464-1580 and Email [ksmith@wffmail.com](mailto:ksmith@wffmail.com).

Sincerely,

  
Buddy D. Philpot  
Executive Director

Enclosure

RECEIVED

P. 479.464.1570 | F. 479.464.1580 | [www.waltonfamilyfoundation.org](http://www.waltonfamilyfoundation.org) OCT 03 2014

# Walton Family Foundation Grants

*The*  
**WALTON FAMILY**  
FOUNDATION

| P.O. Box 2030 | Bentonville | AR 72712-2030

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September 4, 2014

Mary Ley  
Chief Executive Officer  
Benton County School of the Arts  
D/b/a Arkansas Arts Academy  
8 Halsted Circle, Suite 5  
Rogers, AR 72756

RE: Grant #2014-1156

Dear Ms. Ley,

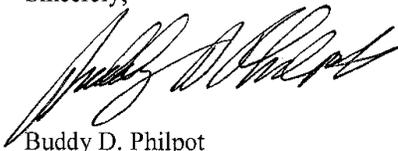
I am pleased to enclose a grant from The Walton Family Foundation, Inc., in the amount of \$279,263.00 to Benton County School of the Arts doing business as Arkansas Arts Academy to forge a meaningful partnership with Crystal Bridges of American Art, to create a public charter school in Northwest Arkansas that uses arts integration to deliver content. This grant is pursuant to our grant agreement dated August 22, 2014.

The Foundation desires that all of the Grantee's resources be dedicated to accomplishing Grantee's philanthropic purposes. Therefore, Grantee agrees that it will not furnish the Foundation, any of its Board of Directors, staff, or affiliates with any membership, commemorative items, recognition plaques or gratuities of any sort.

Grant publicity related to this grant consistent with Grantee's normal practice is permitted, subject to the following provisions. The Foundation expects any announcements and other publicity to focus on Grantee's work and the project or issue funded by the grant. Recognition of the Foundation's role in funding the project is permitted. Publicizing the grant and the Foundation in Grantee's publications and communications in a manner consistent with similar grants obtained by Grantee is permitted.

For all communications regarding this grant, please contact the Foundation by email at [HomeRegion@wffmail.com](mailto:HomeRegion@wffmail.com). Please reference Grant #2014-1156 in your communication.

Sincerely,



Buddy D. Philpot  
Executive Director

Enclosure

RECEIVED

SEP 08 2014

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P. 479.464.1570 | F. 479.464.1580 | [www.waltonfamilyfoundation.org](http://www.waltonfamilyfoundation.org)

# Crystal Bridges Museum of American Art/Arkansas Arts Academy Draft Agreement

## Partnership Plan between Crystal Bridges Museum of American Art (CBMAA) and the Arkansas Arts Academy (AAA).

Aligning to both institutions missions, this partnership will be to create and implement an academically rigorous research-based arts integrated curriculum aligned with Common Core State Standards, Next Generation Science Standards, National Core Arts Standards, and Arkansas State Frameworks.

Integral to the mission of Crystal Bridges is the internal and external teaching paradigm of “Discover, Dream, Do.” Arkansas Arts Academy’s motto is “Aspire, Achieve, Advance.” As a partnership we will Aspire to Discover, Dream to Achieve, and Do to Advance.

### CBMAA

The mission of Crystal Bridges Museum of American Art is to welcome all to celebrate the American spirit in a setting that unites the power of art with the beauty of nature. We explore the unfolding story of America by actively collecting, exhibiting, interpreting, and preserving outstanding works that illuminate our heritage and artistic possibilities.

We value that:

- We believe in a great Museum’s power to transform individuals and communities.
- We encourage engagement between people and works of art.
- We foster and value meaningful and relevant experiences for each guest.
- We perpetuate the honored tradition of sharing, and hope to inspire others to give.

Opened to the public on 11-11-11, Crystal Bridges was founded in 2005 by the Walton Family Foundation as a nonprofit charitable organization for all to enjoy. Philanthropist and arts patron Alice Walton chairs the Museum’s board of directors. Since its opening, the museum has welcomed nearly 1.5 million visitors, and garnered more than 8,000 households in its membership. Some 55,000 school children have participated in the museum’s Willard and Pat Walker School Visit program, which provides educational experiences for school groups at no cost to the schools. More than 220,000 visitors a year utilize the museum’s 3.5 miles of walking trails.

Crystal Bridges takes its name from a nearby natural spring and the bridge construction incorporated in the building, designed by world-renowned architect Moshe Safdie. A series of pavilions nestled around two spring-fed ponds house galleries, meeting and classroom spaces, and a large, glass-enclosed gathering hall. Guest amenities include a restaurant on a glass-enclosed bridge overlooking the ponds, a Museum Store designed by architect Marlon Blackwell, and a library featuring more than 50,000 volumes of art reference material. Sculpture and walking trails link the museum’s 120-acre park to downtown Bentonville, Arkansas.

Crystal Bridges’ permanent collection spans five centuries of American masterworks ranging from the Colonial era to the current day. Included within the collection are iconic images such as Asher B. Durand’s *Kindred Spirits*, Norman Rockwell’s *Rosie the Riveter*, and Andy Warhol’s *Coca-Cola* [3]—each reflecting a distinct moment in American artistic evolution—as well as major works by modern and contemporary American artists, including Georgia O’Keeffe, John Baldessari, and James Turrell. The permanent collection, which continues to grow through a strategic acquisition plan, is on view year-round

# Crystal Bridges Museum of American Art/Arkansas Arts Academy Draft Agreement

and is enhanced by an array of temporary exhibitions, which were viewed by some 216,000 visitors in 2013.

Since its opening, the museum has welcomed more than one million visitors and garnered more than 7,900 households in its membership. More than 27,500 schoolchildren have visited the museum as part of the Willard and Pat Walker School Visit Program, and nearly 700 volunteers provided more than 24,000 hours of service. The Museum's inaugural year also saw the establishment of the Tyson Scholars of American Art, a residency program providing research funding for topics in American art history, as well as the Don Tyson Prize, awarded to an individual for outstanding service in the field of art history.

Crystal Bridges offers year-round programming for all ages, including lectures, art-making workshops, films, gallery talks, and special events. An award-winning app available free from iTunes features audio tours of current and past temporary exhibitions, and many of the museum's lectures and gallery talks are included in Crystal Bridges' iTunes U site, which also features interviews with curators, artists, and conservators. In addition, Crystal Bridges offers professional development for teachers and educational programming for K-12 school groups designed to fit with Common Core standards.

## AAA

Arkansas Arts Academy is an 850 student K-12 Public Charter. The K-8 campus began in 2001 as the Benton County School of the Arts, and 9-12 campus began in 2007 as the Northwest Arkansas Academy of Fine Arts under a separate charter. The charters were joined in 2009 under the BCSA name. Thus, it is the second oldest and the second largest charter in the state.

In 2014, the School Board led the change to a new name, new branding, new leadership, and a new vision for the school. The new name and branding emphasize our commitment to college-bound rigor and arts integration. The rebranding reinforces the school's mission: "Arkansas Arts Academy is the ultimate K-12 choice for excellence in arts and academics." The branding also speaks directly to the Academy's Belief Statements:

We believe that—

- The integration of arts and education defines us.
- Creative freedom and a rigorous curriculum are fundamental to student success.
- The arts enrich our lives by enabling us to celebrate individuality and diversity.
- The integration of arts and academics offers students greater opportunities to succeed in the 21<sup>st</sup> century.
- Great teaching recognizes and addresses the multiple ways students learn.
- Personalized instruction is essential to each student's educational success.
- We must develop ethical leadership and citizenship in our students.
- Providing a safe environment promotes student learning.
- Continual evaluation holds us accountable in order to meet the needs of our diverse Arkansas Arts Academy community.
- Communication and collaboration between students, parents, staff and community are essential to students' success.

Our new leadership has initiated momentum toward a successful future by seeking a deeply enmeshed partnership with the extraordinary educational team and resources of Crystal Bridges Museum of

# Crystal Bridges Museum of American Art/Arkansas Arts Academy Draft Agreement

American Art with opened in 2011. Both parties have reached a developmental stage wherein partnerships can be highly effective. As a charter school, we are asked to do more with less. This partnership would enable us to do a great deal more.

## Goals

Cognitive Goals (What will the people in the partnership learn?)

- Teachers will learn methods for incorporating visual arts in the current curriculum.
- Teachers will learn about the background on works of art and artist to use in the classroom.
- Teachers will learn how to create art in order to integrate art in instruction.
- Teachers will learn how to assess the creation of art and utilize arts integrated lessons as both formative and summative assessments.
- Students will learn about more art and artists.
- Students will learn how to create art for project-based lessons.
- Students will learn how to read a work of art.
- Museum will learn what lessons are classroom-ready.
- Museum will learn what types of teacher training is useful.

Affective Goals (How will this make the people in the partnership feel?)

- Students will learn the role of empathy in understanding meaning in literature, historical context in social studies, and purpose in collaborative work.
- Parents will discover the role of the family in inculcating life-long learning habits.
- Teachers and museum educators will understand the power of collaboration in order to disseminate best practices to the educational community.

Behavioral Goals (How will the people in the partnership's behavior be visibly affected?)

- Families will come to the Museum outside of the context of the school.
- Students will incorporate the elements of art and principles of design in problem solving across the curriculum and in life.
- Students will create art as a means of self-expression and a mode of capturing information for recall and synthesis.
- Museum staff will understand the K-12 classroom dynamics in order to create transferrable models of instruction

## Planning and Working Process

Program Planning

- The museum and school will designate the point person(s) from each institution who will be responsible for the partnership.
- Each semester there will be a joint program-planning meeting to map out the plans for the semester.

# Crystal Bridges Museum of American Art/Arkansas Arts Academy Draft Agreement

- All program planning will take place between the designated point person(s) from each institution.
- The point person(s) from each institution will have a regular (bi weekly) phone meeting for planning and updates.
- At the end of the school year, there will be a review and assessment of the Museum School Partnership's effectiveness, content, and structure. This will give all parties a chance to decide how they would like to continue in the Museum School Partnership, every year.

## General Communications:

- The point person(s) at the school and museum will be the conduit for all communications between the institutions. Awareness of all partnership activity is imperative to the evaluation process, and must be tracked by the point person(s) on each side.
- As needed, the point person(s) on each side may be referred to another person in the institution.
- It's inappropriate for museum staff to contact school students or parents directly.
- It's inappropriate for school staff to contact museum guests or members directly.

## Timeline

### Year 1:

- Teachers registering through the Curriculum Coordinators will attend Museum professional development.
- All Students will have at least one class visit to the museum as part of the Walker School Visit Program.
- Families will attend AAA Night at the Museum Programs jointly facilitated by school and museum staff.

### Year 2:

Have each student come to the museum at least 4.5 times a school year.

- Through the Walker School visit program
- Through afternoon museum as Classroom visits/ (GOAL 2015-2016 Self Guide 382 students (7-12 grades) up to 600; every student will visit once, dependent upon enrollment, in courses up to 2-3 visits.)
- Through the AAA Night at the Museum program (1 fall and 1 spring per level (E/M/H))
- Have 100% of AAA teachers attend 2.5 days of PD facilitated by the museum (2.5 days = 15 hours/teacher X 60 teachers = 900 hours total PD
- Two days scheduled PD solely for AAA teachers facilitated by museum educators
- Teacher participation in scheduled community-wide PDs presented by museum staff/visiting artists/lecturers
- Evaluate program in spring 2016 to set Year 3 goals

### Year 3:

- Sustain positive outcomes and participation levels for students, teachers, and museum educators
- Produce learning materials for publication based on Year 1 and 2 experiences

## Deliverables

- Museum created and classroom tested materials that connect directly to the curriculum

# Crystal Bridges Museum of American Art/Arkansas Arts Academy Draft Agreement

- A vertically and horizontally aligned K-12 Arts Integrated curriculum for Arkansas Arts Academy at the end of Year 2
- A vehicle and process for CBMAA to disseminate a significantly increased number of lessons to the wider educational community and other partner schools
- Graded assessments can satisfy our end as a justification to WFF. Example: “900 formative assessment grades were entered into our grade books.

## Outcomes

- Students will have a greater understanding of the core subjects and the arts through an arts integration curriculum and access to the museum as a classroom.
- Teachers will gain more resources and information in order to enhance lesson plans with visual arts.
- Over three years, teachers will achieve full arts integration in every classroom
- Parents and students will see the museum as a place for shared experiences with the arts and to create lifelong learners.
- The museum will have a place to test and implement of new educational practices.

## Assessment

- Greater student understanding will be measured by AAA student end-of-year benchmark scores. Success will be indicated if AAA student scores grow at a faster rate than the region and state scores in the period 2014-2015 to 2015-2016.
- Parent and student involvement to the Museum will be measured through AAA event attendance (i.e. AAA Night at the Museum); To develop media for self guided family experiences. The goal of the experience is for families to explore the permanent collection to activate learning as a family unit; Coded tickets for special exhibitions will be given to families at the AAA Night at the Museum event allowing record of return visits.
- Teachers will be measured through the integration of arts throughout the curriculum. By the end of the 3<sup>rd</sup> year 100% of the teachers will have created and implemented one arts integrated lesson.
- The museum will be measured on the classroom ready materials created for the partnership that can be used by other schools. These materials will be tested in years 1 and 2, and by the end of year 3 the museum will create a number of arts integrated lesson plans and/or unit plans for elementary, middle, high school classes. The number of lesson and/or unit plans will be defined at an end-of-year 2 conference.

**Reading Goal 1 Data  
Summary: Literature Progression from 2011-2014**

2011	2012	2012	2012	2012	2012	2012
BEL or BAS	#Tested from Previous Pop	PRO or ADV	AVG %	#Students	#Students	#Students*
3rd Grade Lit		4th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
10	6	4	67%	1/1	0/0	1/2
4th Grade Lit		5th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
5	5	0	0%	0/0	0/2	0/3
5th Grade Lit		6th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
13	9	3	33%	0/0	0/2	1/3
6th Grade Lit		7th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
10	8	3	38%	0/0	0/1	2/4
7th Grade Lit		8th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
12	8	2	25%	0/0	0/4	0/1
2011	2012	2012	2012	2012	2012	2012
BEL or BAS	#Tested from Previous Pop	PRO or ADV	Over All %	#Students Total	#Students Total	#Students Total
Total #	Total #	Total #	% Improved	LEP Improved	SWD Improved	ED Improved
50	36	12	33%	1/1	0/9	4/13

\*If ED and LEP, then counted as LEP only.  
 If ED and SWD, then counted as SWD only.  
 If LEP and SWD, then counted as SWD only.  
 If ED, LEP and SWD, then counted as SWD only.

**Reading Goal 1 Data  
Summary: Literature Progression from 2011-2014**

2012	2013	2013	2013	2013	2013	2013
BEL or BAS	#Tested from Previous Pop	PRO or ADV	AVG %	#Students	#Students	#Students*
3rd Grade Lit		4th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
8	7	6	86%	0/0	2/3	1/1
4th Grade Lit		5th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
4	2	0	0%	0/0	0/0	0/1
5th Grade Lit		6th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
8	7	0	0%	0/0	0/3	0/3
6th Grade Lit		7th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
9	7	2	29%	0/0	0/4	0/1
7th Grade Lit		8th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
7	5	2	40%	0/0	1/3	0/0

2012	2013	2013	2013	2013	2013	2013
BEL or BAS	#Tested from Previous Pop	PRO or ADV	Over All %	#Students Total	#Students Total	#Students Total
Total #	Total #	Total #	% Improved	LEP Improved	SWD Improved	ED Improved
36	28	10	31%	0/0	3/13	1/6

\*If ED and LEP, then counted as LEP only.  
 If ED and SWD, then counted as SWD only.  
 If LEP and SWD, then counted as SWD only.  
 If ED, LEP and SWD, then counted as SWD only.

**Reading Goal 1 Data  
Summary: Literature Progression from 2011-2014**

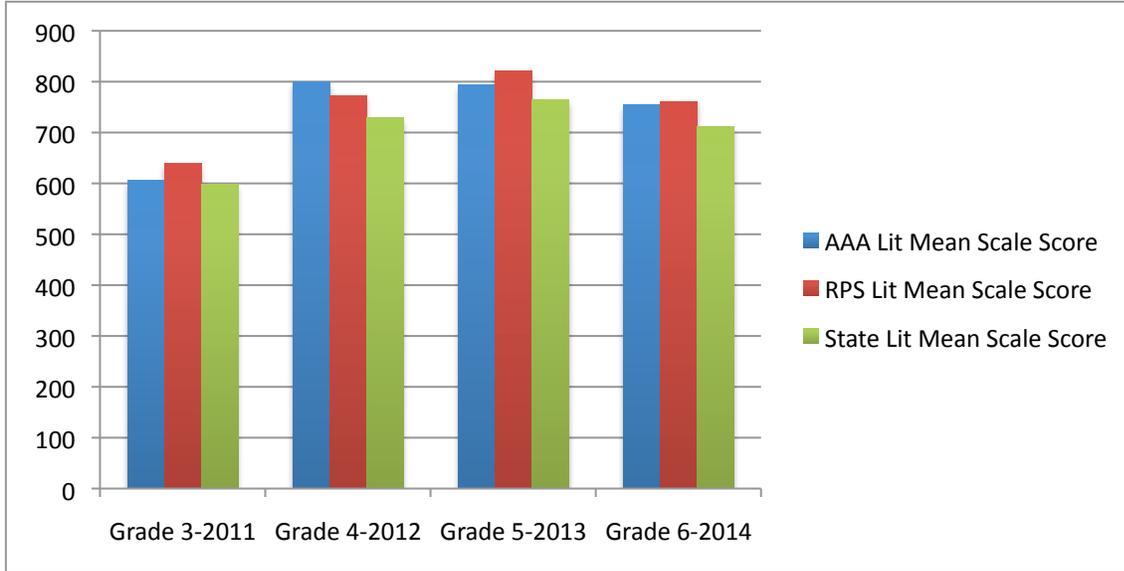
2013	2014	2014	2014	2014	2014	2013
BEL or BAS	#Tested from Previous Pop	PRO or ADV	AVG %	#Students	#Students	#Students*
3rd Grade Lit		4th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
9	4	2	50%	0/0	0/1	1/2
4th Grade Lit		5th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
3	2	0	0%	0/1	0/1	0/0
5th Grade Lit		6th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
4	1	1	100%	1/1	0/0	0/0
6th Grade Lit		7th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
17	8	3	38%	1/1	1/3	1/3
7th Grade Lit		8th Grade Lit	% Improved	LEP Improved	SWD Improved	ED Improved
10	8	0	0%	0/0	0/6	0/1

2013	2014	2014	2014	2014	2014	2014
BEL or BAS	#Tested from Previous Pop	PRO or ADV	Over All %	#Students Total	#Students Total	#Students Total
Total #	Total #	Total #	% Improved	LEP Improved	SWD Improved	ED Improved
43	23	6	38%	2/3	1/11	2/6

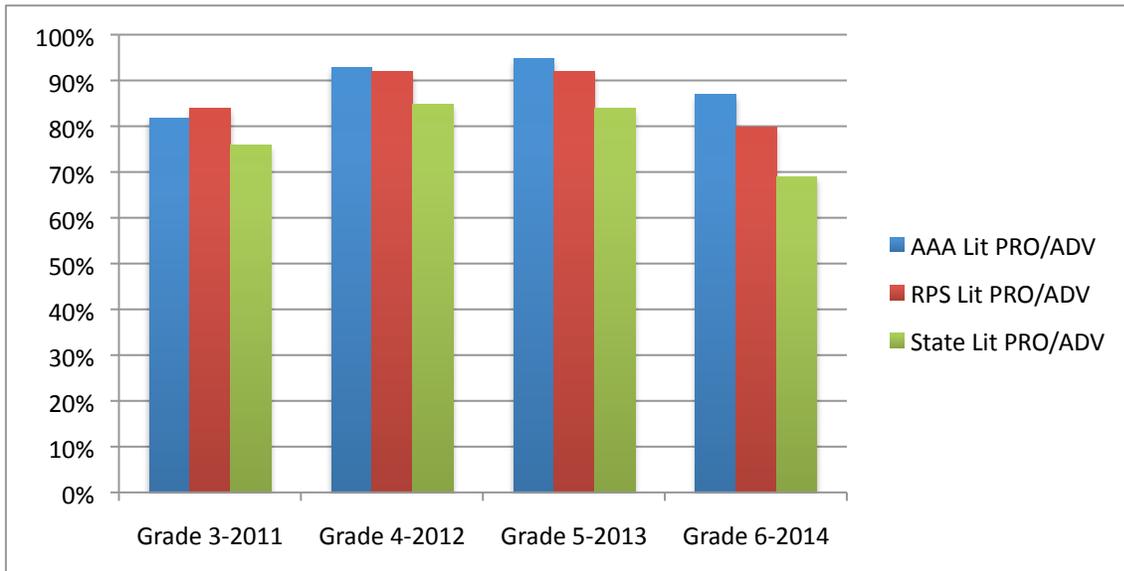
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### Reading Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Literature Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 3<sup>rd</sup> Grade Cadre: 2011-2014

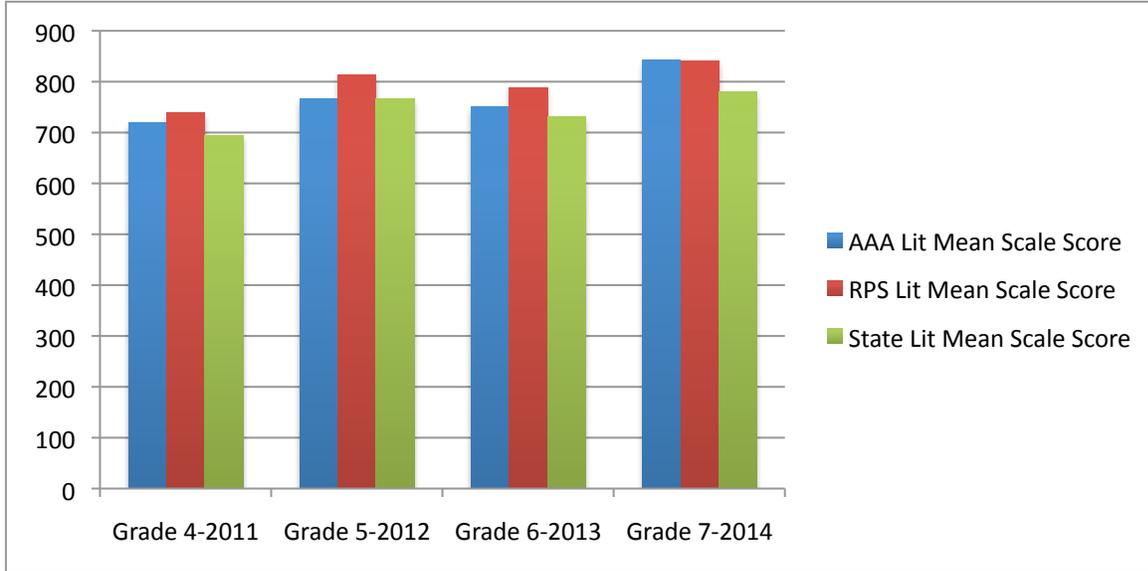


Augmented Benchmark CRT Literature Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 3<sup>rd</sup> Grade Cadre: 2011-2014

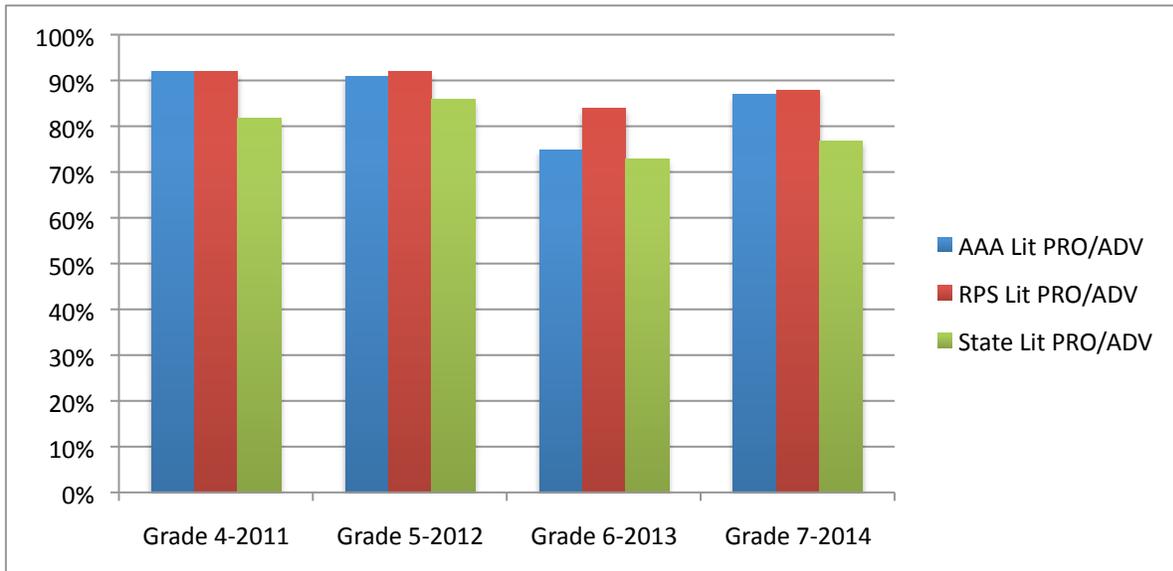


### Reading Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Literature Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 4<sup>th</sup> Grade Cadre: 2011-2014

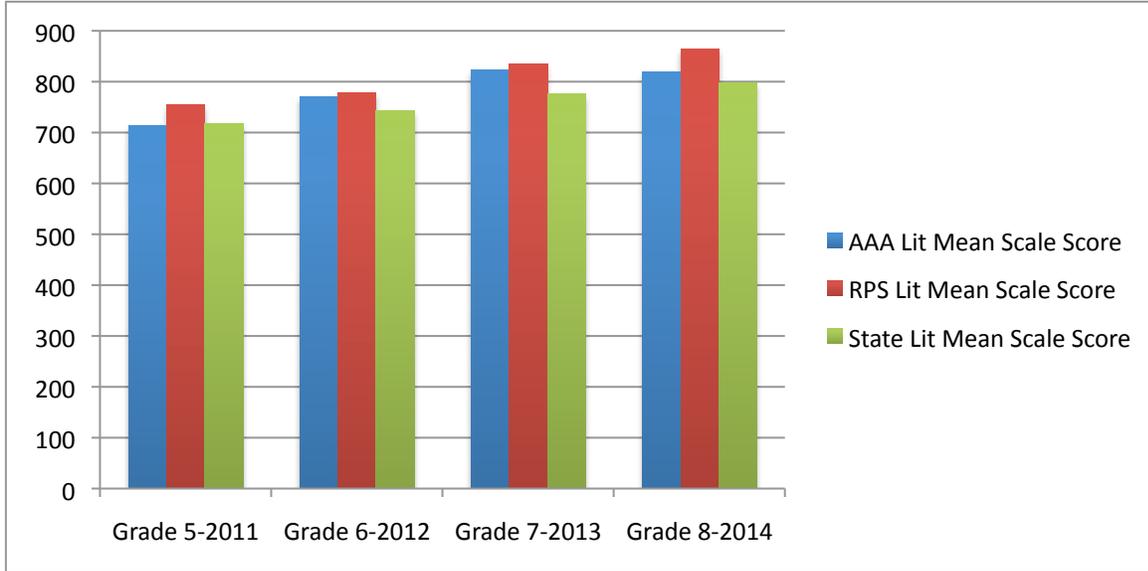


Augmented Benchmark CRT Literature Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 4<sup>th</sup> Grade Cadre: 2011-2014

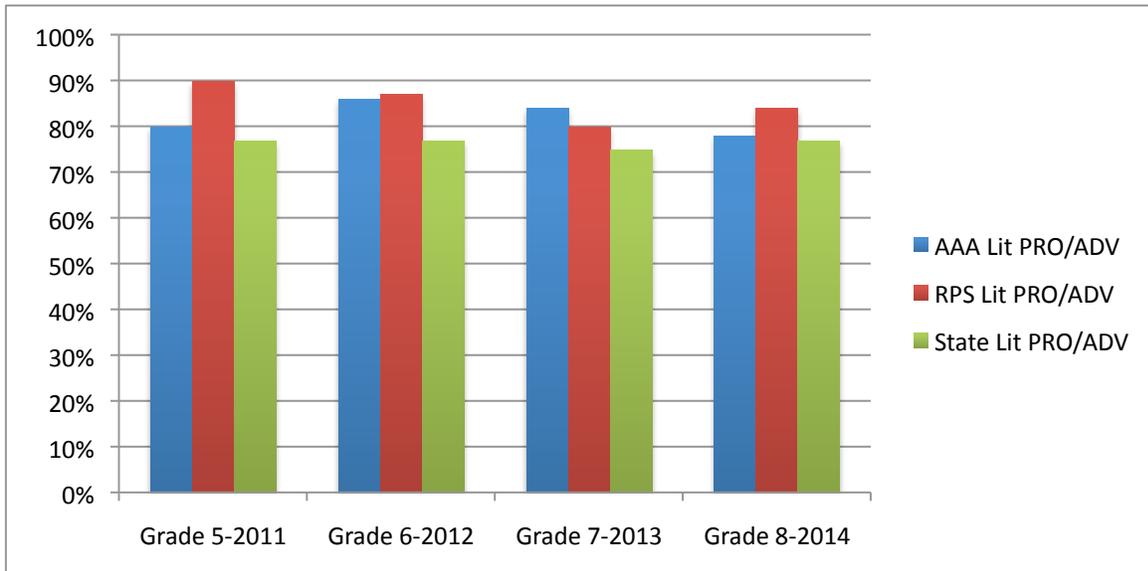


### Reading Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Literature Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 5<sup>th</sup> Grade Cadre: 2011-2014

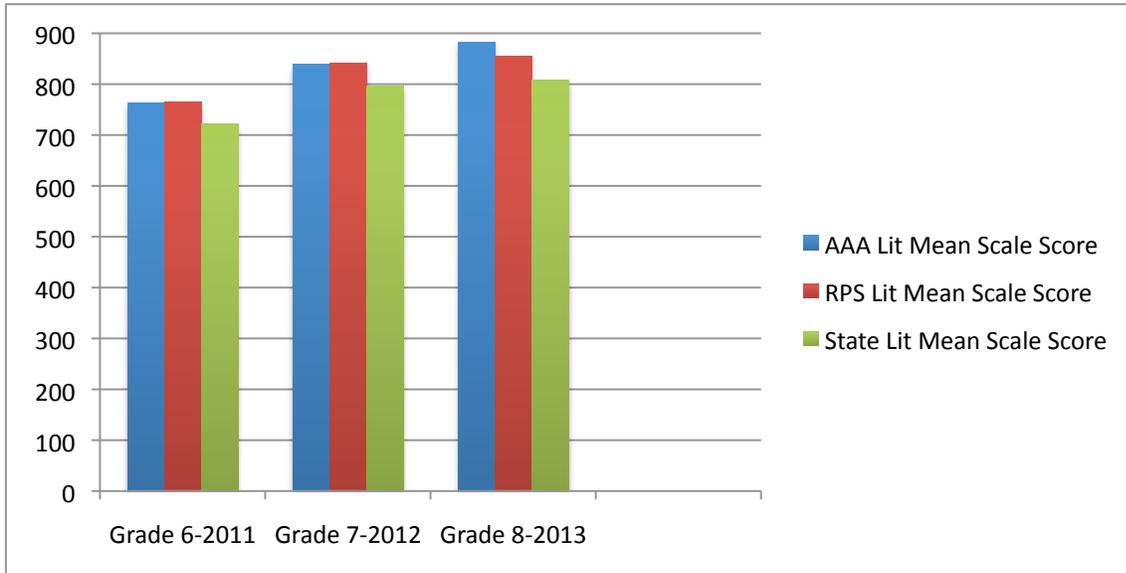


Augmented Benchmark CRT Literature Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 5<sup>th</sup> Grade Cadre: 2011-2014

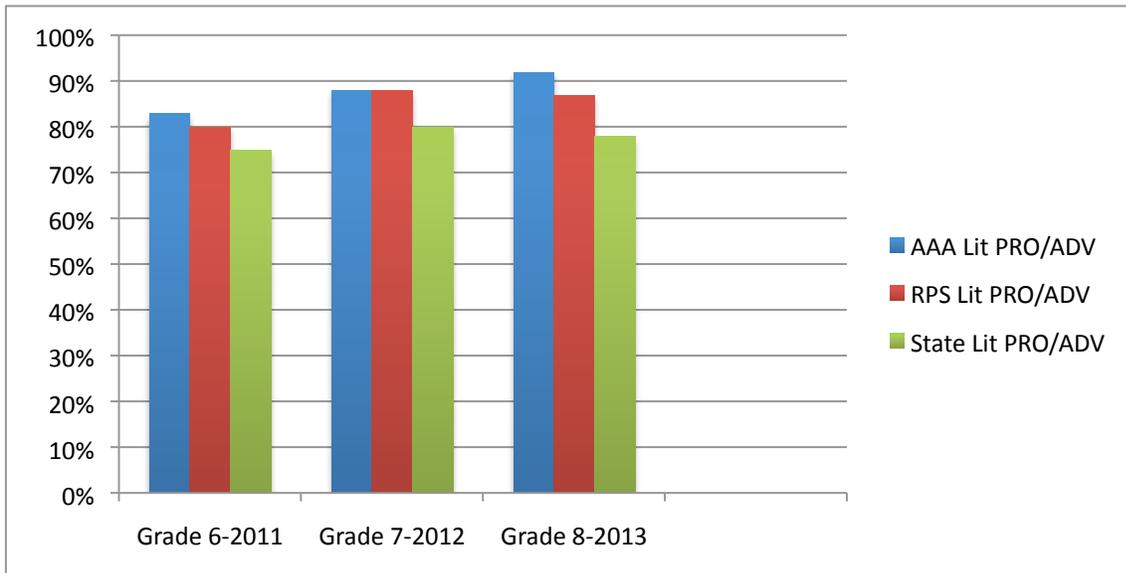


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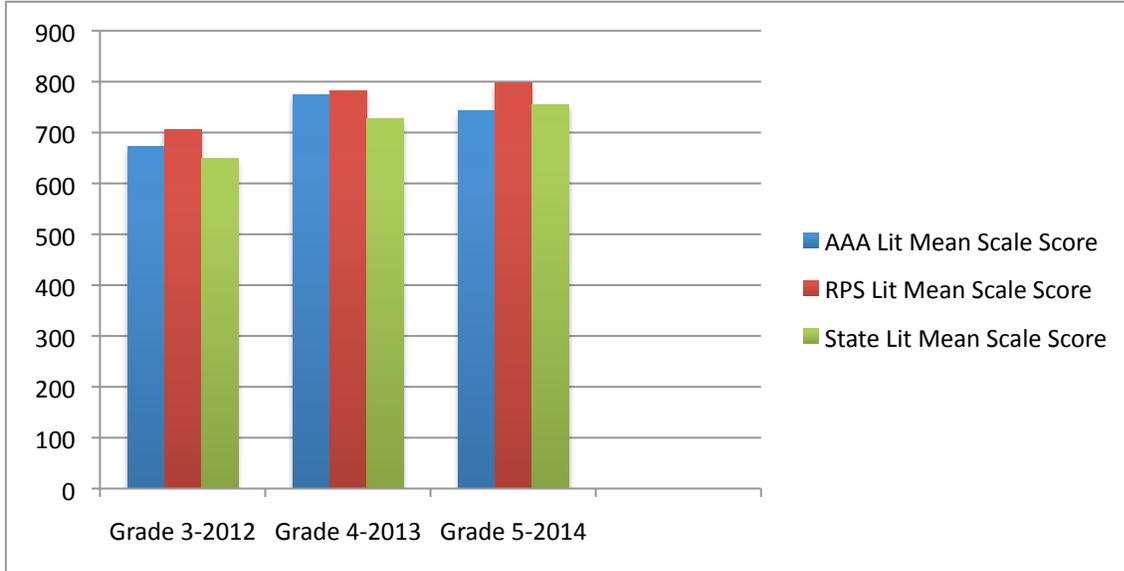


Augmented Benchmark CRT Literature Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 6<sup>th</sup> Grade Cadre: 2011-2013

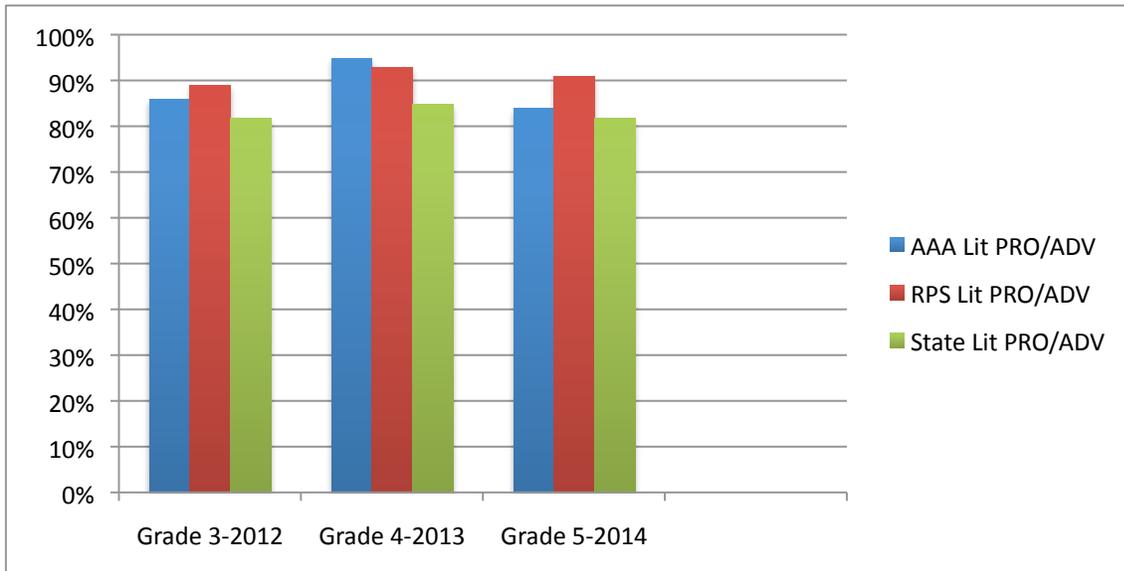


### Reading Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Literature Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2012 3<sup>rd</sup> Grade Cadre: 2012-2014



Augmented Benchmark CRT Literature Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2012 3<sup>rd</sup> Grade Cadre: 2012-2014



**Summary: Math Progression from 2011-2014**

2011	2012	2012	2012	2012	2012	2012
BEL or BAS	#Tested from Previous Pop	PRO or ADV	AVG %	#Students	#Students	#Students*
3rd Grade Math	4th Grade Math	4th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
12	8	6	75%	1/1	0/0	2/2
4th Grade Math		5th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
14	13	6	46%	0/0	0/0	2/6
5th Grade Math		6th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
15	11	7	64%	0/1	0/0	1/2
6th Grade Math		7th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
18	12	9	75%	1/1	1/3	4/5
7th Grade Math		8th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
18	14	5	36%	0/0	1/4	1/3
8th Grade Math		9th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
19	9	5	56%	1/1	1/3	1/1
2011	2012	2012	2012	2012	2012	2012
BEL or BAS	#Tested from Previous Pop	PRO or ADV	Over All %	#Students Total	#Students Total	#Students Total
Total #	Total #	Total #	% Improved	LEP Improved	SWD Improved	ED Improved
96	67	38	59%	3/4	3/10	11/19

\*If ED and LEP, then counted as LEP only.  
 If ED and SWD, then counted as SWD only.  
 If LEP and SWD, then counted as SWD only.  
 If ED, LEP and SWD, then counted as SWD only.

**Summary: Math Progression from 2011-2014**

2012	2013	2013	2013	2013	2013	2013
BEL or BAS	#Tested from Previous Pop	PRO or ADV	AVG %	#Students	#Students	#Students*
3rd Grade Math	4th Grade Math	4th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
5	2	0	0%	0/0	0/1	0/1
4th Grade Math		5th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
6	4	1	25%	0/1	0/0	0/1
5th Grade Math		6th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
16	13	5	38%	0/0	1/3	2/5
6th Grade Math		7th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
11	8	3	38%	1/1	0/3	1/2
7th Grade Math		8th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
5	4	1	25%	0/0	0/3	1/2
8th Grade Math		9th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
12	9	7	78%	0/0	0/1	3/3
2012	2013	2013	2013	2013	2013	2013
BEL or BAS	#Tested from Previous Pop	PRO or ADV	Over All %	#Students Total	#Students Total	#Students Total
Total #	Total #	Total #	% Improved	LEP Improved	SWD Improved	ED Improved
55	40	17	34%	1/2	1/11	7/14

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 If ED and SWD, then counted as SWD only.  
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**Summary: Math Progression from 2011-2014**

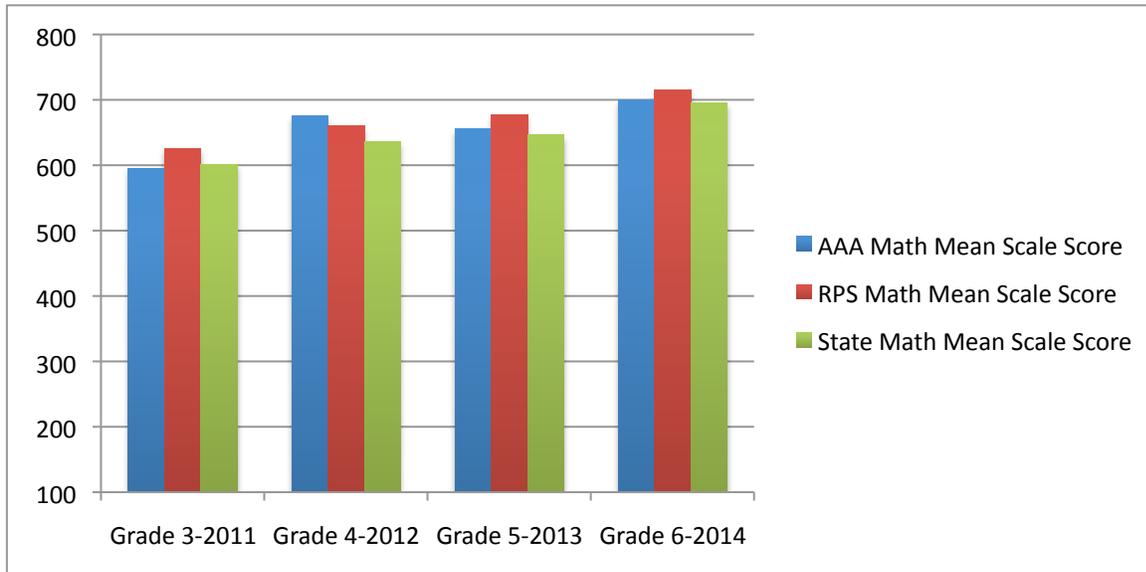
2013	2014	2014	2014	2014	2014	2013
BEL or BAS	#Tested from Previous Pop	PRO or ADV	AVG %	#Students	#Students	#Students*
3rd Grade Math	4th Grade Math	4th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
3	2	1	50%	0/0	0/1	1/1
4th Grade Math		5th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
5	3	0	0%	0/2	0/1	0/0
5th Grade Math		6th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
12	9	6	67%	0/1	0/0	3/3
6th Grade Math		7th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
13	7	1	14%	0/0	0/2	0/4
7th Grade Math		8th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
13	9	2	22%	0/0	1/5	1/1
8th Grade Math		9th Grade Math	% Improved	LEP Improved	SWD Improved	ED Improved
19	11	8	73%	1/1	0/3	1/1

2013	2014	2014	2014	2014	2014	2014
BEL or BAS	#Tested from Previous Pop	PRO or ADV	Over All %	#Students Total	#Students Total	#Students Total
Total #	Total #	Total #	% Improved	LEP Improved	SWD Improved	ED Improved
65	41	18	38%	1/4	1/12	6/10

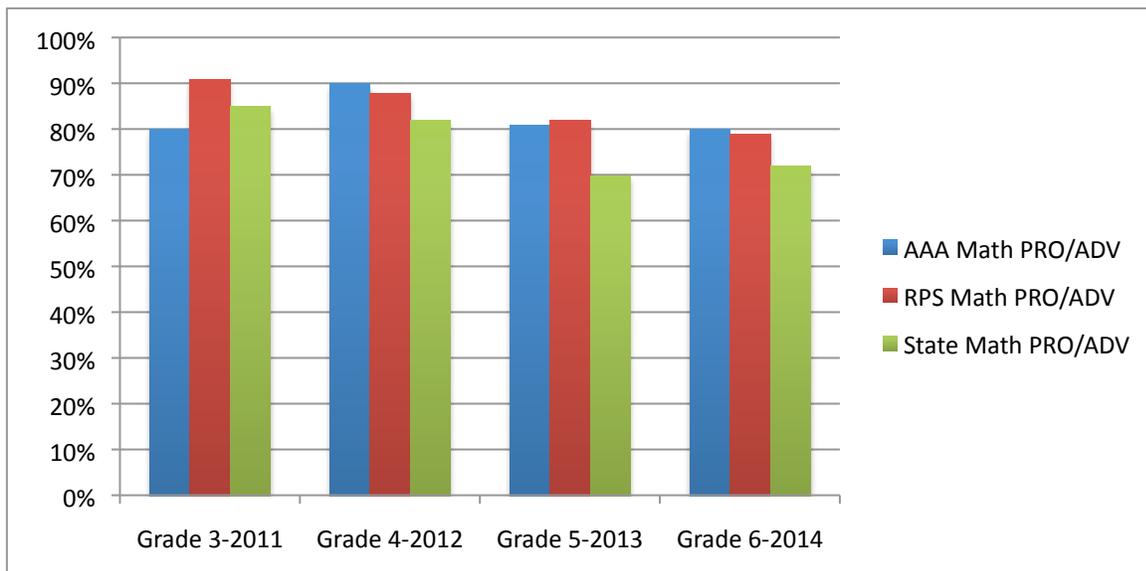
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 If LEP and SWD, then counted as SWD only.  
 If ED, LEP and SWD, then counted as SWD only.

### Math Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Math Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 3<sup>rd</sup> Grade Cadre: 2011-2014

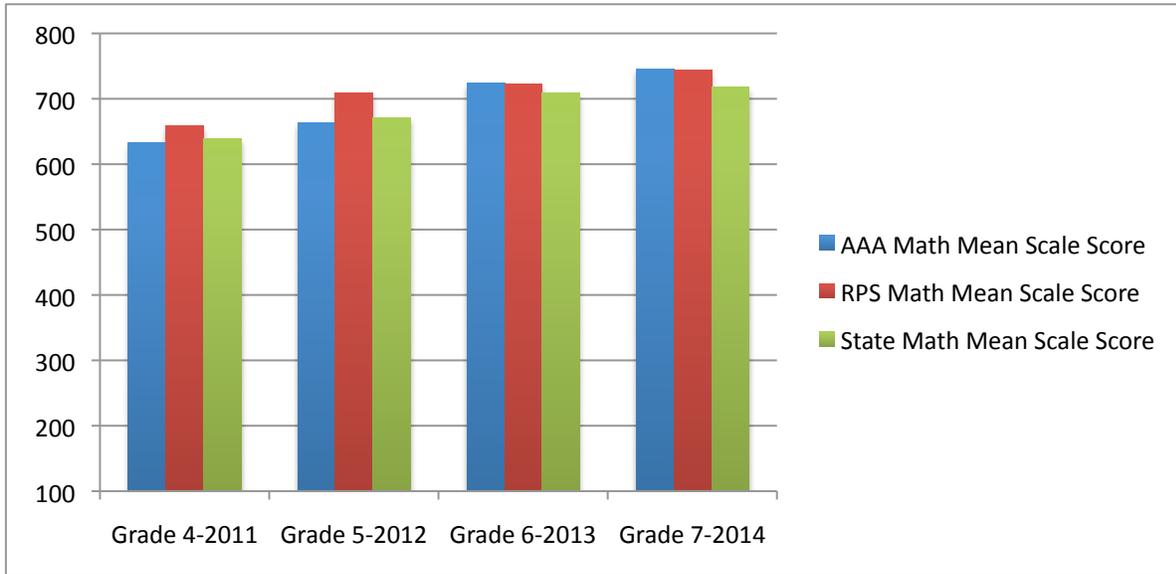


Augmented Benchmark CRT Math Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 3<sup>rd</sup> Grade Cadre: 2011-2014

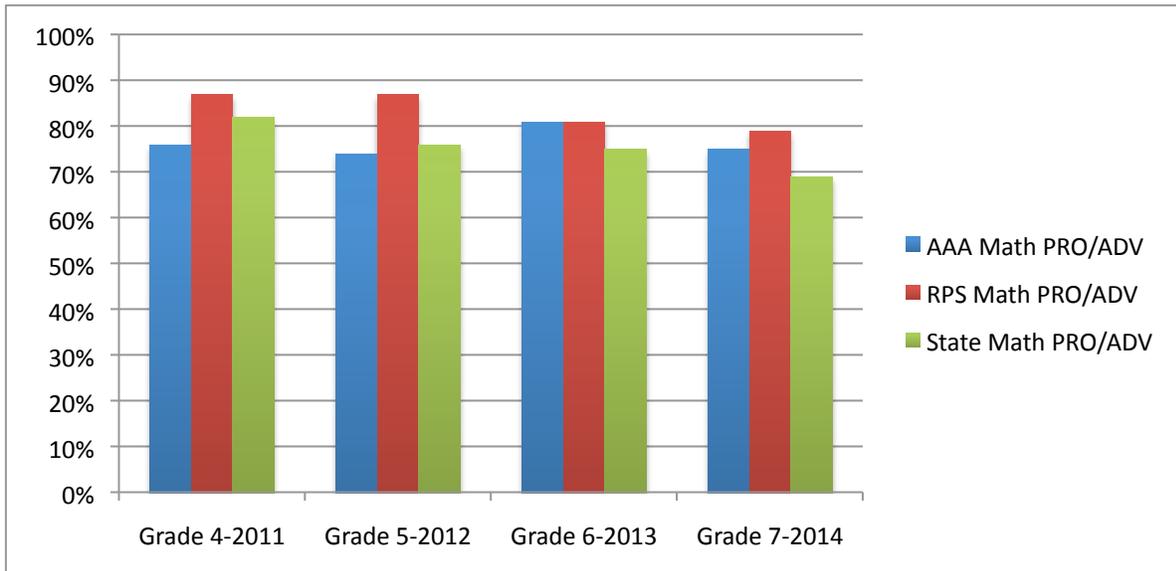


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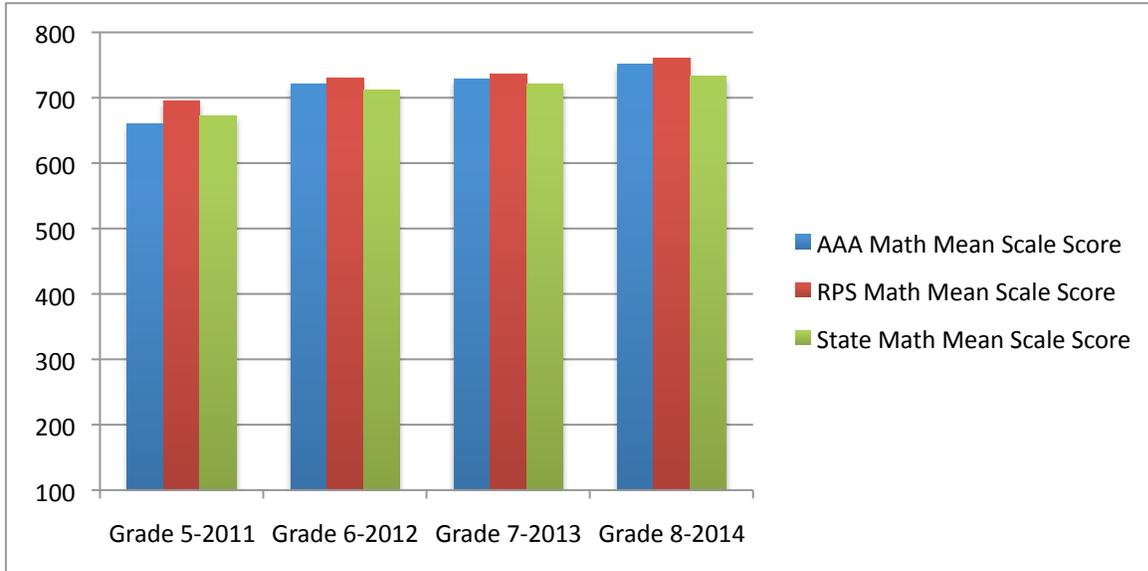


Augmented Benchmark CRT Math Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 4<sup>th</sup> Grade Cadre: 2011-2014

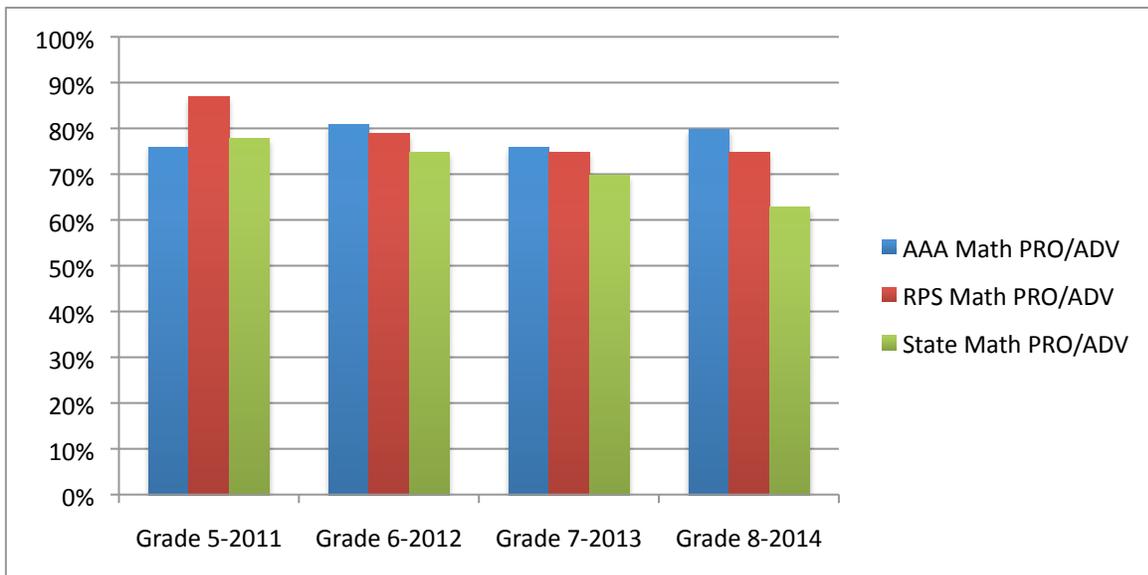


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Augmented Benchmark CRT Math Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 5<sup>th</sup> Grade Cadre: 2011-2014

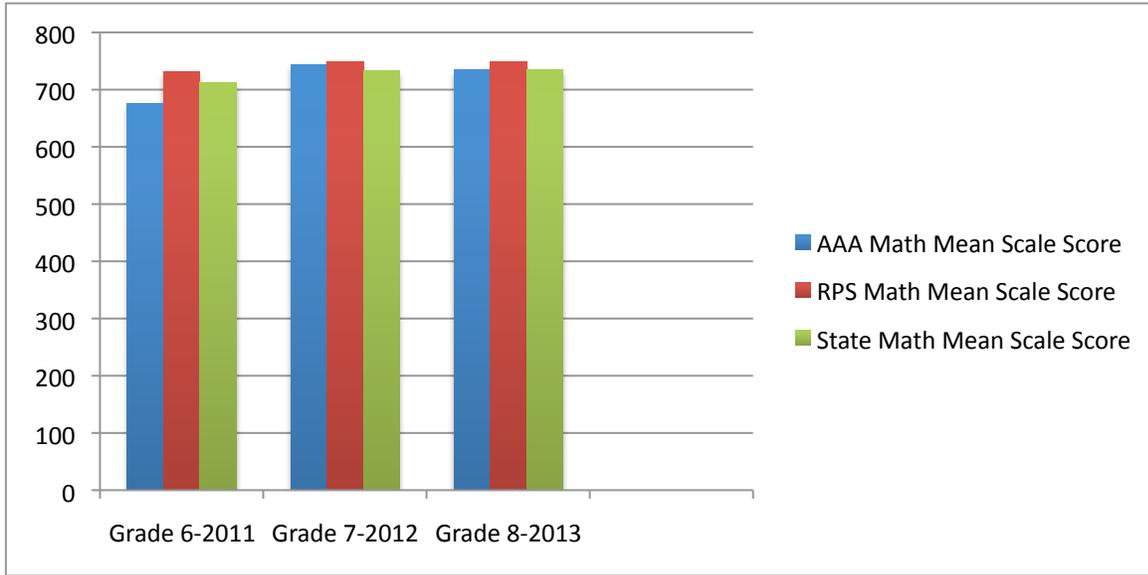


Augmented Benchmark CRT Math Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 5<sup>th</sup> Grade Cadre: 2011-2014

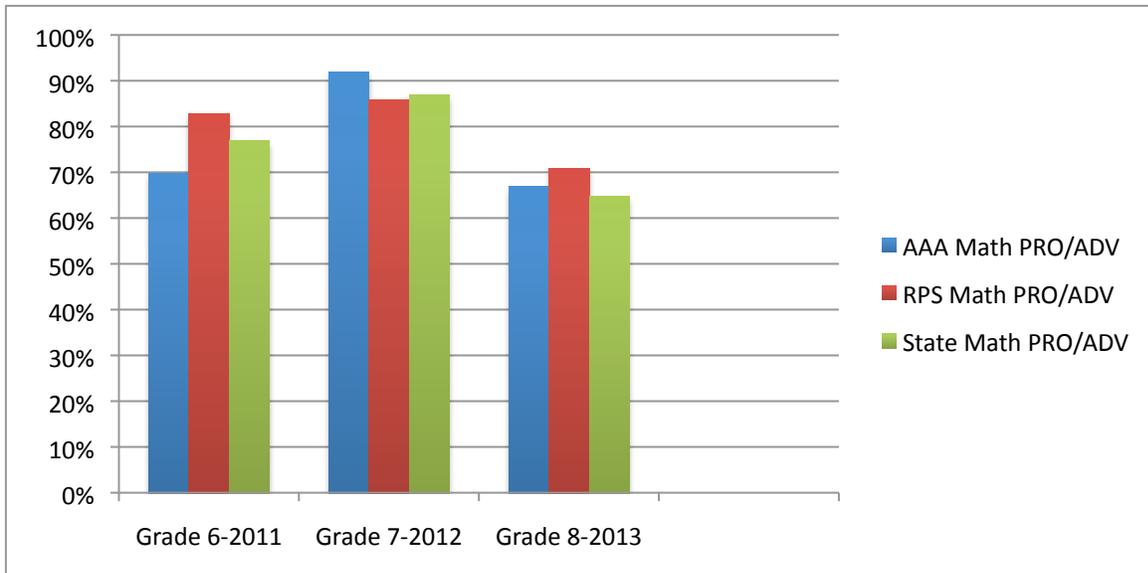


### Math Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Math Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 6<sup>th</sup> Grade Cadre: 2011-2013 (**Only about 60% of 8<sup>th</sup> grade students continue at the high school. Algebra I is not, therefore, a strong metric to include here—see Response 5. Also, 8<sup>th</sup> Grade Algebra I is included in the Response 5 data.**)

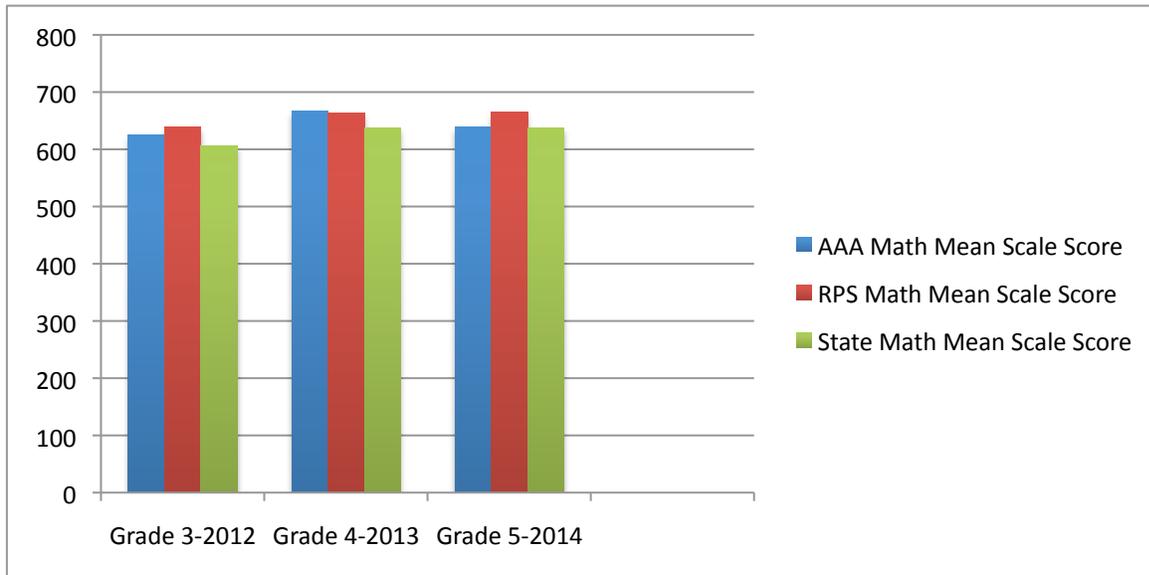


Augmented Benchmark CRT Math Percentage PRO/ADV Comparisons—AAA, Rogers Public Schools (District), and State 2011 6<sup>th</sup> Grade Cadre: 2011-2013 (**Only about 70% of 8<sup>th</sup> grade students continue at the high school. Algebra I is not, therefore, a strong metric to include here—see Response 5. Also, 8<sup>th</sup> Grade Algebra I is included in the Response 5 data.**)

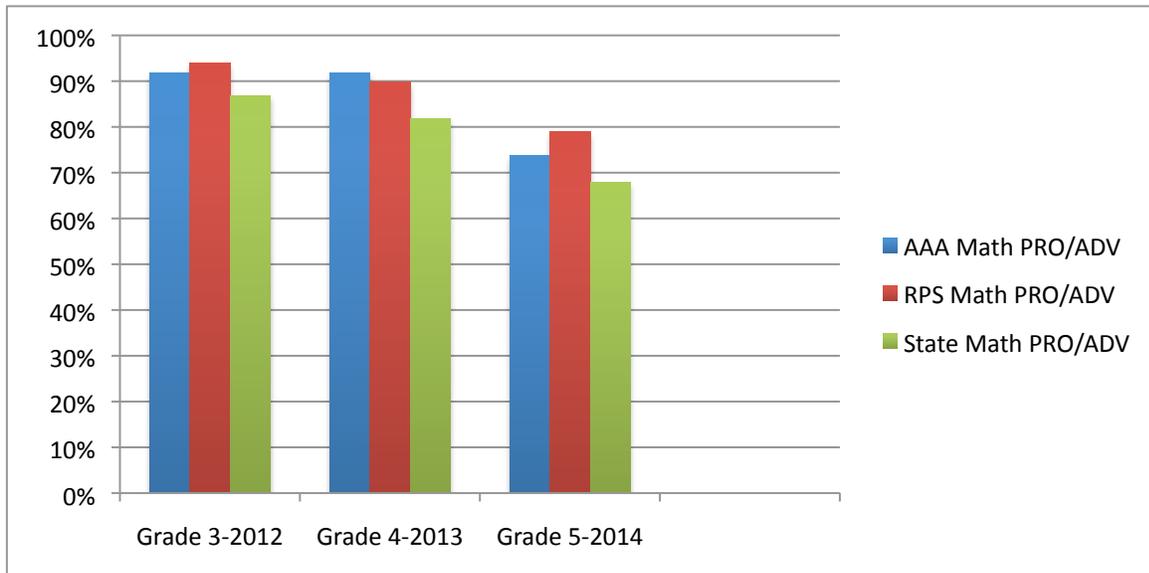


### Math Goal 4 Data: Benchmark CRT Comparisons

Augmented Benchmark CRT Math Mean Scale Score Comparisons—AAA, Rogers Public Schools (District), and State 2011 3rd Grade Cadre: 2012-2014



Augmented Benchmark CRT Math Percentage PRO/ADV Comparison AAA, Rogers Public Schools (District), and State 2011 3rd Grade Cadre: 2012-2014



**BENTON COUNTY CHARTER SCHOOL ORGANIZATION, INC.  
AND SUBSIDIARY  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED JUNE 30, 2013**

**13-01: Lack of Segregation of Duties**

**Condition:** During the year ended June 30, 2013, we noted that there was a lack of segregation of duties in some areas, including the review of journal entries, preparation and review of bank reconciliations, and review of payroll direct deposit.

**Criteria and Cause:** A proper segregation of duties is an integral part of any internal control system. Ideally, duties should be segregated to prevent one person from being in a position to authorize transactions, record transactions and maintain custody of assets of the Organization. Our review of the Organization's financial reporting system disclosed that, primarily due to the limited number of accounting personnel, there are inherent limitations in the Organization's controls in this regard. Related specifically to general journal entries, internal controls should be in place to ensure that all general journal entries posted during the year are being reviewed and approved by a member of management that is independent from the posting of the journal entries. Related to the preparation and review of bank reconciliations, internal controls should be in place to ensure that bank reconciliations are being completed timely and accurately and reviewed by a member of management that is independent from the posting of cash transactions. Related to the review of the payroll direct deposit, internal controls should be in place to ensure that a review and approval of the direct deposit transfer is completed by a person separate from the payroll function. These review and approval processes were not in place for the year ended June 30, 2013

**Effect:** A lack of proper segregation of duties increases the risk that errors or fraud may occur and not be detected in a timely manner. Accordingly, a lack of independent review and approval of the general journal entries, the lack of proper performance and review of bank reconciliations, and the lack of independent review and approval of payroll transfers increases the risk that errors or fraud may occur and not be detected in a timely manner.

**Recommendation:** We recommend that management and the Board monitor controls on an ongoing basis, always looking for ways to reassign duties or implement review procedures in order to improve internal controls with the staff that is in place. Also, throughout the year, we recommend that the Superintendent routinely review and approve all general journal entries and periodically obtain year-to-date reports of all general journal entries posted to the accounting system. The Superintendent should scan this report with the entire population of journal entries to determine if any entries are present that have not been properly reviewed and approved during the year. In relation to the proper performance and review of bank reconciliations, we recommend that bank

**BENTON COUNTY CHARTER SCHOOL ORGANIZATION, INC.  
AND SUBSIDIARY  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED JUNE 30, 2013**

reconciliations be performed each month in a timely manner and that any variances are addressed immediately. Also, we recommend that the Superintendent routinely review bank reconciliations to determine if any activity is present that has not been properly reviewed and approved. In relation to the payroll direct deposit we recommend that an individual separate from the payroll function review the detail for the approved direct deposit transfer for reasonableness as to the individual amounts paid and agree the approved transfer to the actual amount of cash transferred from the bank account.

**Views of Responsible Officials and Planned Corrective Action:**

Beginning August 26, 2013, Management (BCSA):

- Hired a new Chief Financial Officer (CFO) with a degree in accounting and eleven (11) years of experience;
- Ensures that the Superintendent sees, approves, and signs off on all journal entries. All journal entries are explained to the superintendent by the CFO prior to his signature;
- Ensures that all monthly bank statements are reconciled each month. The CFO will ensure that the Superintendent sees and approves all monthly bank records and reconciliations;
- Upon preparation of the payroll twice each month, the CFO will delegate submission of payroll (through direct deposit) to the Central Office Administrative Assistance, who will submit the payroll.

**13-02: Uninsured Deposits**

**Condition:** Arkansas Statute 6-20-222 requires collateralization of all deposits with federal depository insurance; a surety bond; U.S. Treasury and U.S. agencies and instrumentalities bonds or other obligations; bonds of the State of Arkansas or by bonds of a political subdivision thereof which has never defaulted on any of its obligations, in an amount at least equal to the amount of such deposit or by a bond executed by a surety company authorized to do business in the State of Arkansas. The Director of Education must approve the surety company. During our examination, we noted that the school had uninsured deposits of \$260,593.

**Criteria and Cause:** Management is responsible for insuring compliance with state laws. Management currently does not have procedures in place to ensure compliance with state laws related to collateralization of all deposits.

**Effect:** Uninsured deposits present noncompliance with state laws and also presents a potential for losses to the Organization in the event of bank or institutional failure.

**BENTON COUNTY CHARTER SCHOOL ORGANIZATION, INC.  
AND SUBSIDIARY  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED JUNE 30, 2013**

**Recommendation:** We recommend that management obtain proper collateralization of uninsured deposits and closely monitor deposit balances throughout the year to ensure that all deposits are properly collateralized.

**Views of Responsible Officials and Planned Corrective Action:**

Beginning January 1, 2014, Benton County School of the Arts (Pledgee) will have a Pledgee Agreement in place with the Federal Reserve Bank of Boston (Pledgor). This bank will establish a Restricted Securities Account for the Benefit of the Pledgee. A collateral transaction is initiated by the Pledgor. The pledge of collateral secures deposits in excess of \$250,000, the amount insured by the FDIC. The Bank issues a confirmation to the Pledgee and the Pledgor for each collateral transaction. The confirmation is conclusive evidence of the collateral transaction.

# Pledgee Agreement Form

To: Federal Reserve Bank of Boston  
600 Atlantic Avenue  
Boston, MA 02210  
Attn: Wholesale Operations/Joint Custody

Tel: 800-327-0147, Option #4  
Fax: 877-973-8972

Date: 12-11-13

We, the Benton Co School of the Arts agree to the terms of **Appendix C** of your *Operating Circular 7*, dated August 19, 2005, as it may be amended from time to time with respect to the account on your books designated new1 (4 digit alpha-numeric account number)

We further agree that you may accept par for par substitutions: securities from the Pledgor as a replacement of, or in substitution for, those securities presently held (please check one):

NO (Instructions required for each withdrawal)       YES (Standing approval)

Provided that the replacement or substitution does not reduce the aggregate par amount of securities held in custody for us. (See *Operating Circular 7, Appendix C, Section 4.3.*)

We authorize you to use the following call-back procedure for securities transactions pertaining to this account (please check one):

Three-party call-back       Four-party call-back

We certify that the individuals listed below may take authoritative action on our behalf with respect to the account, including a direction to release collateral from the account. You may rely on the authority of these individuals with respect to the account until we otherwise notify you.

Telephone: 479-878-2787  
Fax: 479-878-2790

Print Name: PAUL M. HINES Title: Superintendent  
Signature: Paul M. Hines Date: 12-12-13

Telephone: 479-531-1982  
Fax: \_\_\_\_\_

Print Name: DARLENE MYERNON Title: BOARD Sec.  
Signature: Darlene Mc Linnon Date: 12-13-13

Telephone: \_\_\_\_\_  
Fax: \_\_\_\_\_

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pledge Agreement  
(page 2 of 2)

Telephone: \_\_\_\_\_

Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

Fax: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Undersigned hereby certifies that he/she is the present lawful incumbent of the designated public office.

Pledgee

Benton County School of the Arts

Name of governmental unit

8 Halsted Cir Ste 5

Street Address or P.O Box Number

Rogers AR 72756-3144

City, State, Zip Code

Paul M. Hines 12/12/13

Official Signature/ Date

Paul M. Hines Superintendent

Printed Name and Title

Notary

State of Arkansas

County of Benton

On this 12 day of December 2013 before me personally appeared Paul Hines, to me personally known or satisfactorily proven, who by me duly sworn, did depose and say that he/she resides at 6542 Bernice, in the City of Springdale, in the State of Arkansas, that he/she is the Superintendent [Title] of Benton County School of the Arts and that he/she executed this document on behalf of Benton County School of the Arts before me.

Marilyn Sears  
(Signature of Notary)

Marilyn Sears  
(Print name of Notary)

**MARILYN J SEARS  
NOTARY PUBLIC  
BENTON COUNTY, ARKANSAS  
COMM. EXPI 06/12/22  
COMMISSION NO. 12388726**

My commission expires on 6/12/2022 [Date]

## Letters of Support

JOHN BOOZMAN  
ARKANSAS  
320 HART SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
202-224-4843

United States Senate  
WASHINGTON, DC 20510

COMMITTEES:  
AGRICULTURE, NUTRITION, AND FORESTRY  
APPROPRIATIONS  
ENVIRONMENT AND PUBLIC WORKS  
VETERANS' AFFAIRS

December 9, 2014

Arkansas Department of Education  
Four Capitol Mall  
Little Rock, Arkansas 72201

To Whom It May Concern:

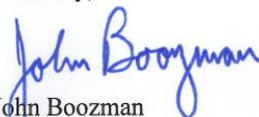
It is my pleasure to write on behalf of the Arkansas Arts Academy in Rogers. As the second oldest charter school in the state, it has a great reputation and is well-supported by the community.

I have been very impressed by the school's graduation rate of 95%, and its 69% pass rate on AP exams that is double the state average. They have shown continued strength in all academic areas, and are ranked among the top schools in critical subject areas including literacy, geometry, and biology. In addition, as the school's name suggests, they offer excellent learning opportunities for students in art, music, and drama.

From its beginnings as the Benton County School for the Arts in 2001, the teachers and administrators have shown their commitment to the children of the area. The school's open enrollment policy offers a great choice for families in Northwest Arkansas.

I understand that the school is going through the charter renewal process. I believe that the Arkansas Arts Academy is an excellent addition to education in our state.

Sincerely,



John Boozman  
U.S. Senator

JB: kw

106 W. MAIN ST.  
SUITE 104  
EL DORADO, AR 71730  
870-863-4641

1120 GARRISON AVE.  
SUITE B  
FORT SMITH, AR 72901  
479-573-0189

300 S. CHURCH ST.  
SUITE 400  
JONESBORO, AR 72401  
870-268-6925

1401 W. CAPITOL AVE.  
PLAZA F  
LITTLE ROCK, AR 72201  
501-372-7153

213 W. MONROE  
SUITE N  
LOWELL, AR 72745  
479-725-0400

1001 HWY. 62 E.  
SUITE 11  
MOUNTAIN HOME, AR 72653  
870-424-0129

620 E. 22<sup>ND</sup> ST.  
SUITE 204  
STUTTGART, AR 72160  
870-672-6941

## Letters of Support

STEPHEN A. WOMACK  
THIRD DISTRICT, ARKANSAS

E-MAIL — womack@mail.house.gov  
WEBSITE — womack.house.gov

HOUSE APPROPRIATIONS COMMITTEE  
SUBCOMMITTEE ON DEFENSE  
SUBCOMMITTEE ON FINANCIAL SERVICES AND  
GENERAL GOVERNMENT  
SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN  
SERVICES, EDUCATION, AND RELATED AGENCIES

### Congress of the United States House of Representatives Washington, DC 20515-0403

November 18, 2014

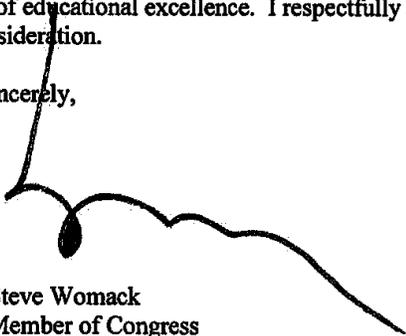
Arkansas State Board of Education  
Arkansas Department of Education  
4 Capitol Mall  
Little Rock, AR 72201-1013

To Whom It May Concern:

It is my pleasure to offer this letter of support for Arkansas Arts Academy's charter renewal. I believe that the education of our nation's children is the foundation for success in a global marketplace. Some of this state's best public schools are in Northwest Arkansas, and I am a proud supporter of them. However, Arkansas's Third Congressional District is also fortunate to contain a number of alternatives, and I believe it is important that parents have the opportunity to place their children in an environment they believe is best suited for their academic training.

Arkansas Arts Academy has provided an additional option unique to the area in its educational philosophy. As the second-oldest charter school in the state, Arkansas Arts Academy has an established a track record of educational excellence. I respectfully ask that their application be provided all full and fair consideration.

Sincerely,



Steve Womack  
Member of Congress

SW/ct

WASHINGTON, DC  
1119 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225 - 4301

ROGERS  
3333 PINNACLE HILLS PARKWAY, SUITE 120  
ROGERS, AR 72768  
(479) 464 - 0446

FORT SMITH  
423 NORTH 6TH STREET  
FORT SMITH, AR 72902  
(479) 424 - 1146

HARRISON  
303 NORTH MAIN STREET, SUITE 102  
HARRISON, AR 72601  
(870) 741 - 6900

PRINTED ON RECYCLED PAPER

## Letters of Support



CECILE BLEDSOE  
SENATOR  
3RD DISTRICT  
OFFICE: 479-636-2115  
cecile.bledsoe@senate.ar.gov

709 SKY MOUNTAIN DRIVE  
ROGERS, ARKANSAS 72756

CHAIRMAN:  
PUBLIC HEALTH, WELFARE & LABOR

MEMBER:  
JOINT BUDGET  
JOINT AUDIT  
INSURANCE & COMMERCE  
EFFICIENCY

**THE SENATE  
STATE OF ARKANSAS**

November 21, 2014

Arkansas Department of Education  
Division of Learning Services  
Charter and Home Schools Office  
4 Capitol Mall, Mail Slot 3  
Little Rock, Arkansas 72201

### TO WHOM IT MAY CONCERN:

It is my sincere pleasure to submit this letter in support of Arkansas Arts Academy as it applies for a renewal of its charter school contract with the Arkansas Department of Education. As the second-oldest charter school in the state, Arkansas Arts Academy has for many years provided students with a quality education. Its presence gives northwest Arkansas families more freedom of choice in how to educate their children, and I hope those with the power to do so will give its renewal application every possible consideration.

Thank you for your time and attention in this matter. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Cecile Bledsoe".

Cecile Bledsoe  
State Senator  
District 3

CB:lag

## Letters of Support

TO: State Board of Education and Charter Authorizing Panel  
FROM: State Representative-Elect Grant Hodges  
DATE: December 5, 2014  
SUBJECT: Charter Renewal for Arkansas Arts Academy

Members of the Board and Authorizing Panel,

I will be serving as the State Representative for District 96 upon taking office in January. It is in this capacity that I'm writing you in support of renewing the charter for the Arkansas Arts Academy.

I would like to thank the Board for welcoming me at your meeting on charter schools recently. I was in attendance for the final approval of Ozark Montessori Academy, Haas Hall-Bentonville, and others. As an incoming member of the Education Committee, I found the meeting to be very educational and informative. I appreciate you all recognizing me and taking time to speak with me afterwards.

I am writing this letter on the same day that I have toured the Arkansas Arts Academy. Before asking you to renew their charter, I wanted to see the school for myself. In person, on the ground. I am so glad I did. After a tour of the school and meeting several students and faculty members, I came away so impressed and excited for the future of the Arts Academy.

Two senior students gave me a tour of the building and introduced me to many people as we walked around. I was surprised when I asked them what their plans are for the future. One wants to be an industrial engineer and just got an interview with Harvard. I was struck by how many teachers and administrators congratulated her as we went around the school. This is clearly a place where everyone knows one another and has a great support system. The other student has taken every science class in the school and wants to study biochemistry. I came away thinking, "Wow, these kids are very intelligent and will definitely be making more money than me one day."

I will let the Academy speak for itself on its performance. I know they will provide you with numbers and statistics. I want to offer you this personal experience. What they are doing in this school is remarkable. From every student getting an iPad to the small, intimate class sizes, and from the unique emphasis on arts education to the connections they are forming with Crystal Bridges Museum and private foundations, the Arkansas Arts Academy is an innovative and inspiring place. I can't wait to see it grow and continue to succeed, but it will need your help to get there. As state representative, they have my full support and best wishes.

Thank you,

Grant Hodges

## Letters of Support



CITY OF ROGERS  
*Office of the Mayor*  
Mayor Greg Hines

November 24, 2014

Arkansas State Board of Education  
Address  
Little Rock, AR 71901

To Whom It May Concern:

On behalf of The City of Rogers, I am pleased to write a letter of support for the Arkansas Arts Academy's Charter renewal with the Arkansas State Board of Education. Originally chartered in 2001, Arkansas Arts Academy is the second oldest charter school in the State of Arkansas with their campus being located in Rogers, AR.

The Arkansas Arts Academy is living up its mission of providing a rigorous academic program with a purposed integration of the arts and can be witnessed by the school's numerous statewide high achievements in 2013 & 2014 in subjects such as Biology, Literacy, and Math. Not only was 2014's class graduation rate 95%, the average scholarship was \$39,000 per student. The Arkansas Arts Academy is providing an exceptional alternative for students in Rogers and surrounding cities to study with an emphasis on liberal arts, while not sacrificing any of the common core studies.

I am hopeful our community can count on your support for the renewal of Arkansas Arts Academy's charter renewal as we work to meet the growing need of excellent academics for the students of Rogers and surrounding cities.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Hines", is written over the word "Sincerely,".

Mayor Greg Hines

Rogers City Hall • 301 West Chestnut Street • Rogers, Arkansas 72756  
Phone.479.621.1127 • Fax.479.631.2767 • [www.rogersarkansas.com](http://www.rogersarkansas.com)

## Letters of Support



### BENTONVILLE PUBLIC SCHOOLS

MICHAEL POORE, SUPERINTENDENT

500 TIGER BOULEVARD, BENTONVILLE, AR 72712

PHONE: 479.254.5000 | FAX: 479.271.1159

FIND US ONLINE AT: BENTONVILLEK12.ORG

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November 23, 2014

Commissioner Wood  
Arkansas Department of Education  
4 Capitol Mall  
Little Rock, AR 72201

Dear Commissioner Wood,

I am writing this letter of support for the Arkansas Arts Academy as they work to renew their charter with the state. It may be rare to have a local school district speak in support of a charter but this is supporting an organization that has been a part of this community for 13 years. One thing I can share is that our community values choice. I think the Arkansas Arts Academy meets the need of a certain element of our community. Many Bentonville families select the Academy for their focus on arts as well as supporting a smaller school environment. The school is performing well and I believe it is a sound option for students and families in our area.

I hope you will not hesitate to call me should you have any questions regarding my support.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Poore".

Michael Alan Poore  
Superintendent

**PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is 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, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates 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 open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.