Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: <u>December 18, 2014</u>

Charter School: Arkansas Virtual Academy

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

Contact Information

Sponsoring Entity:	**Arkansas Virtual Academy Board of Directors**
Name of Charter School:	**Arkansas Virtual Academy**
School LEA #	**6043**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Dr. Scott Sides** **4702 West Commercial, Suite B3, NLR 72116** **(501) 664-4225** **(501) 664-4226** **ssides@arva.org**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Mr. John Riggs** **P.O. Box 1399, Little Rock, AR 72203-1399** **501-570-3528** **501-664-4225** **johnr@jariggs.com**

Number of Years Requested for Renewal (1-20): Five Years

Renewal Application Approval Date by the School/Entity Board(s): December 16, 2014

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.

Arkansas Virtual Academy (ARVA), as a charter school, was preceded by Arkansas Virtual School which was among the first full-time virtual schools in the country, established in 2002. After twelve years, and eight years as an open-enrollment public charter school, virtual schools have changed a great deal in a relatively short period of time. Adapting to a rapidly changing landscape and serving as the state's only fully-virtual online offering to students statewide, ARVA continues to meet the call as an important laboratory for learning within the state of Arkansas and provides a needed option for students and families who might otherwise have no choice in public schooling.

An important facet of virtual learning continues to be the opportunity to receive a public education in a wide range of student circumstance. It is not an uncommon occurrence for families to choose online public schooling to mitigate health risks during treatment or to mitigate interruptions in student learning in the event of life-changing illness. Families regularly report that ARVA has positively changed the life of their student and provided an option that has allowed a greater opportunity for learning in the context of a broad set of unique student needs. In September 2014, a survey was issued to families enrolled in virtual academies. Twenty-one percent of all parents, and 31 percent of high school parents, reported choosing online virtual learning because their student was bullied. Ninety-one percent of families who chose virtual learning as the result of bullying indicated that learning virtually had been "very helpful" in dealing with the bullying issue. The issue of bullying has been established as an on-going and difficult challenge, and we understand that students cannot learn when their safety needs have not been met. In every case where Arkansas Virtual Academy has provided relief from concerns of health or safety, we have been successful for that student and family.

Virtual learning at ARVA continues to focus on the individualization of learning for each student. This practice has improved at ARVA during the current contractual period. This provision requires that 100 percent of students enrolled within ARVA have an individualized learning plan (ILP). The ILP describes a plan for student success which is based on the individual needs of the student, incorporates important and relevant data, and sets an agreed plan between the parent, student, and teacher. Individualized learning plan meetings are held for every student once per semester to update goals, note any needed and agreed changes, and ensure that the document remains a "living" valuable plan to promote student success and a successful collaboration for students. An important and unique attribute of ARVA's approach to the ILP is the ability to track, through systems, the completion of the ILP. Success in this initiative is reported on national calls and with teachers through the receipt of weekly completion reports; further, there is an external review process through which ILP quality is sampled and evaluated. In a high-growth context, a clear focus on the individual learner requires careful and complete focus.

We are very excited about a new initiative called Math on Demand which will provide a flexible support for improved achievement in math. Math on Demand is a readily-available provision of teacher support for students when students need tutoring throughout the day. It is very simple – whenever students in grades three through nine need math tutoring or are experiencing a struggle on math concepts that are being studied, the student has a link to a teacher standing by from 8:00 am to 4:00 pm to assist them in a live, interactive web session. Students may utilize the Math on Demand resource as each student grows in understanding of his or her math needs, and teachers may also send students to Math on Demand for additional work that may be needed. This should be helpful for every student and should be particularly beneficial for students who are working below grade level upon enrollment and who need significant remediation to move toward working successfully at their age-appropriate grade level. This initiative began on October 20, 2014, and more than 200 students have taken advantage of this provision since that time.

During the current contractual period, and beginning in the 2013-2014 school year, ARVA experienced intense growth of nearly 200 percent. When those most knowledgeable and prepared to lead moved into leadership positions, and after 2 of 12 teachers accepted positions teaching where their children were attending school, 4 of a total of 29 teachers had experience teaching within the virtual model when the 2013-2014 school year began. This presented a challenge for the school, but also provided the opportunity for many teachers to grow in a challenging, data-driven learning environment where traditional teaching practices must be adapted to reach students learning at a distance. Twenty-five of twenty-nine teachers returned for the 2014-2015 school year from the 2013-2014 school year, and the faculty has now become established to lead best practice for virtual learning within the state of Arkansas.

In addition to a heavy focus on teacher growth for a team of teachers adapting to teach students virtually, the school has explored strategies needed to support a remote teaching workforce. Two new initiatives that have been deployed to support this effort include WorkTime service client and Voice over Internet Protocol (VoIP) phone service. These two initiatives have allowed an accurate tracking of a remote workforce related to use of one's computer (WorkTime) and phone (VOIP) for instructional and support purposes. Each offers detailed reports by user, allowing an aggregate or individual reports to support a remote teaching force. Both provisions are used to proactively support teacher work with students and families and to help support teachers as they prioritize their work and leverage their expertise within the virtual model. Serving as a laboratory for full-time virtual learning within our state, exploring and developing an improved understanding of the best and most-functional practices are will be very important as we look ahead to increasing online provisions which are growing with each passing year.

As online learning has become more widespread, a tension has developed between increased time during which students learning synchronously (live sessions) and asynchronous learning, which brings greater flexibility for times during which students are able to learn and for the family overall. Our ability to strike the proper balance between synchronous and asynchronous provisions and determine the most effective function of each to individualize and optimize learning for students will be very important in meeting the needs of a diverse learning community. Serving as a laboratory for the state, decisions related to synchronous and asynchronous learning and associated policy developments should be an area where ARVA is able to make great contribution.

During the current contractual period, a transition to a more robust synchronous provision has been underway. As the school has changed somewhat rapidly, the student and family population choosing to learn online and virtually has also changed. Students enrolled in ARVA who have cognitive learning disabilities has grown from 12.8 percent to 14.7 percent, and students qualifying as economically disadvantaged has increased from 60 percent to 66.5 percent. To meet the needs of a new and changing population and with the capacity to leverage increased scale, an instructional transition has been made to be more content-specific by teacher to incorporate a middle school model. This adaptation has brought an improved focus on content standards and skills in instruction across the curriculum, while the additional time commitment for students within interactive web sessions with multiple teachers has reciprocally impacted the flexibility of the model.

In addition to changes that have been needed in how we approach online instruction with students who are learning virtually, the need for an additional layer of support for families to help them successfully engage in learning virtually has become apparent. To meet this need, beginning in the 2014-2015 school year, an initiative to provide greater understanding for parents or learning coaches has been deployed. Through the Family Academic Support initiative, newly-enrolling families are provided training for greater and more immediate success learning online and from home.

The Family Academic Support initiative begins before a family enrolls when information is provided to applicants in advance of enrollment. During this exchange, the most important facets of online learning are shared. These meetings are available three times each week to accommodate parent availability. Learning coaches and students meet in an online classroom to experience what class sessions are like in the online school environment. Parents and students are encouraged to experience online tools that are regularly used within the online classroom. Parents often report positive feelings related to the amount of interaction that takes place in these sessions and between participants. In addition to experiencing the online classroom, information related to accessing coursework, contacting teachers, and a discussion of the roles and responsibilities for learning coach and teacher are included during this two-hour exchange. Fostering a better understanding of school policies, promoting a more complete

understanding of the online learning model for learning coaches, and helping attendees understand the importance of our participation in standardized testing requirements are all incorporated into the session. We also share how to become involved with other ARVA families through opportunities such as national online clubs, local enrichment events, and student outings held throughout the state during the year. Families understand that, once enrolled, new families are assisted by engagement coaches to become acclimated and successful in the online learning environment. Since May, when we began offering the parent information sessions, over 850 people have attended the full meeting with approximately 550 in attendance at summer sessions and 300 attending since school began. We often have multiple adults attend within one family, which should be considered in the total number of attendees, and engagement coaches have welcomed over 700 new families (over 900 K-8 students) to ARVA this year and helped prepare them to be successful learning at ARVA.

An additional and important improvement needed has been in development to provide an earlier understanding of when families are struggling in their pursuit of success within the model. The Family Academic Support Team (FAST) has deployed an outreach program known as the FAST First Responders. Through an open survey and an invitation to families to share their needs, the FAST First Responders, who are a select group of engagement coaches, work to re-engage families who express that they are experiencing difficulty. Engagement coaches review new responses daily and provide direct, specific, and immediate assistance to these families. Since beginning this segment of the Family Academic Support initiative on November 17, 2014, FAST First Responders have received over 650 responses to the survey. Responding to approximately 150 who indicated a moderate to high need for additional support, the First Response team has attempted contact of all families and have successfully brought resolution for nearly 70 percent of these families. Data on the effect of FAST on academic achievement, captured at Georgia Cyber Academy during the 2013-2014 school year, indicated that students served by the FAST program demonstrated improved achievement when compared to similar students who were not able to be served because of resources and staffing.

In summary, Arkansas Virtual Academy has served as a laboratory for virtual learning in the state, and has brought a needed option for learning to many students and families who were deserving of an option, and for whom the school has brought an important alternative. The school has been in a period of very high growth, and learning online brings its challenges. Building an entirely new team of teachers and adapting to the needs of a larger and changing population has also brought challenge, as digital learning has become more deeply integrated into the fabric of education during each year. Changes in population have led to changes in the instructional model as previously described, and the school is working hard to help interested families understand the virtual model to make an informed choice and have success learning online and virtually, and like any school, the virtual model will have its strengths and challenges. As we look ahead, and as ARVA grows on an established foundation, through initiatives like Family Academic Support and adapting instructional practices when needed, we will work diligently to bring consistency in academic outcomes and enrollment.

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

The Arkansas Department of Education will complete this analysis.

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.

The Arkansas Virtual Academy (ARVA) are governed by the Arkansas Virtual Academy Board of Directors who volunteer their time, talents, expertise, and experience to ensure the school's mission for students. The Board consists of individuals who are leaders in their communities, and the current membership of the ARVA Board provide academic, legal, financial, strategic, medical, operations/logistics, and technology expertise. Members of the ARVA Board hold no financial interest in the charter school or associated charter management organization. Of seven current directors, three directors have, or have had, students enrolled in ARVA.

The ARVA Board of Directors work within the scope of the Board's established By-Laws which describe the process for selecting new members. It is required that the Board be comprised of a minimum of five directors. When a vacancy exists, the Board identifies additional skills needed to achieve an optimal balance of expertise on the Board. When an individual is identified who is believed to possess a desired skill set or area of expertise, the individual is contacted to assess whether she or he has interest in serving. A resume is submitted from any interested candidate for the Board's review. Official nominations for new members are submitted to the Board's Secretary/Treasurer at least two weeks in advance of the meeting where the candidate for director will be reviewed, provided a quorum is present. Directors must be elected by a majority of the Board, and directors may also be removed by a majority vote of the Board.

The Board of Directors meet regularly to review the academic and financial affairs of the school. While the ARVA Board's By-Laws indicate that the Board "shall meet at least quarterly," the ARVA Board has met at least six times in each year of the current contract. The ARVA Board of Directors' primary responsibilities include ensuring the school's mission, setting policy, and ensuring academic and fiscal responsibility through budgetary oversight. The ARVA Board of Directors is empowered to:

- Select educational vendors believed to be the most appropriate in meeting the school's mission
- Employ faculty and staff in accordance with applicable regulations and law
- Engage legal counsel
- Ensure that the school is making progress toward the goals of the charter
- Review and approve policy as appropriate
- Provide financial oversight through budget approval and periodic review
- Hold the management staff accountable for the academic and fiscal responsibility of the school
- Provide support to the school for additional fund-raising, marketing, and other services as needs arise
- Work with the community to develop and advance opportunities for students within the school

The ARVA Board of Directors may, by resolution passed by a majority of the Board, designate one or more committees. Any committee shall consist of one or more directors to engage functions and duties as set forth within the resolution. The Board may also discharge any committee, with or without cause, at any time.

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.

There have been no contract or lease agreements that require disclosure as described.

Relationship Disclosures

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

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Mr. John Riggs, Board Chair P.O. Box 1399 Little Rock, AR 72203-1399 501-570-3528 johnr@jariggs.com	None	None
Dr. Angela Driskill, Vice-Chair 906 Hilltop Road Alexander, AR 72002 501-847-2505 gadrisk4@gmail.com	None	None
Ms. Cary Hiatt Secretary/Treasurer 16 Village Grove Road Little Rock, AR 72211-2023 (501) 223-8252 chiatt2310@sbcglobal.net	None	None
Mr. Chad Gallagher 523 South Louisiana, Suite 222 Little Rock, Arkansas 72201 chad.gallagher@legacymail.org	None	None
Dr. Gary McHenry 1660 N. Forest Heights Fayetteville, AR 72703 479-466-9758 gmchenry@sbcglobal.net	None	None
Mr. Jess Askew III 124 W Capitol Avenue Little Rock, AR 72201 501-975-3000 jess.askew@kutakrock.com	None	None
Mr. Kevin Smith P.O. Box 504 Helena, AR 72342 870- 338-9094 kasmith@suddenlinkmail.com	None	None

Section 3 – Student and Teacher Retention

Part A: Student Retention
Complete the following Student Retention Table:

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	3,313	1,552	46.9%	Included in Public	63.3%	4%	24.6%	6.2%	1.9%
Free/ Reduced Lunch	2,171	1095	50.4%	Included in Public	64.9%	2.2%	24.2%	8.2%	.05%
Two or More Races	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Asian	37	11	29.7%	Included in Public	45.5%	18.2%	9%	27.3%	0
African American	337	194	57.6%	Included in Public	80.4%	< 1%	11.9%	4.6%	2.6%
Hispanic	107	55	51.4%	Included in Public	63.6%	0	23.6%	10.9%	1.8%
Native American	53	18	34%	Included in Public	55.6%	0	16.7%	22.2%	5.6%
White/ Caucasian/ Undefined	2,735/44	1,274	45.8%	Included in Public	61%	4.6%	26.8%	5.7%	2%
Special Education	428	186	43.5%	Included in Public	61.5%	5%	18.3%	15.1%	0
English Language Learner	0	0	0	0	0	0	0	0	0

<u>Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.</u>

The Arkansas Virtual Academy offers students a very different learning experience than do traditional brick-and-mortar schools. Making this change is a family and student choice. Arkansas Virtual Academy works diligently to communicate the expectations and to express with candor the experience of a virtual school to families before they make the enrollment decision. Arkansas Virtual Academy also works in creative and meaningful ways to support new families and students as they experience virtual education for the first time. Like any school transition, it takes time for students to become comfortable with their classes, and a thorough understanding of what a day of virtual schooling is like happens with experience learning virtually.

Analysis of student academic performance on state tests across all K12 Inc. managed public schools shows that students who remain enrolled longer perform better. This is true for students whether below grade level, on grade level, or above grade level. It is particularly important to note that the difference in achievement between students who are below grade level, when compared with students who are on or above grade level, narrows significantly after three or more years of continuous enrollment. In reading, grades 3-8, the difference in outcomes narrows from a difference between groups of 29 percentage points to 9 percentage points. In mathematics, the difference improves from a difference between groups of 41 percentage points to 14 percentage points. For all students, the percentage at or above proficiency increases year-over-year, indicating that the narrowing difference in achievement is not a function of the on grade level students declining but of the below grade level students accelerating their growth.

The online, virtual model presents unique challenge related to student withdrawals, as 47 percent of students who were enrolled withdrew from the school before completing the highest grade made available through ARVA. About 63 percent of students withdrawing have returned to traditional public school, four percent reported that they would attend private school, nearly 25 percent indicated that the student would homeschool, and just over six percent withdrew because they were moving out of state. A small number of students were counted in the total who were incarcerated, placed in a residential treatment facility, or who experienced less common circumstances that represented a very small percent of the total.

Twenty percent of students decided not to return at the end of the school year. Data pertaining to specific reasons for leaving are unavailable for those deciding not to return upon conclusion of the school year. One of the most frequently reported reasons for student withdrawal is that circumstances changed where the learning coach could no longer be available, representing eleven percent of student withdrawals. Six percent of parents report family or personal health issues as the reason for leaving, and six percent withdraw as the result of a decision to move out of state. Nine percent of leaving families reported workload, time commitment, or too much structure as their reason for leaving, while seven percent of families reported that they had decided to return to a brick-and-mortar school because learning virtually met a temporary need for the family or because the structure and schedule of learning at home had proven to be very challenging. Four percent left for a more self-paced approach, reporting too much structure and seeking greater flexibility overall. Six percent of withdrawals were related to student socialization. Six percent reported having been accepted into a preferred school or having been accepted from another school's waitlist, and five percent of withdrawing families left to enroll privately to learn using the K[12] Curriculum.

Slightly more than half of all withdrawals were economically disadvantaged students. When considering that ARVA's student population, during the current contract, has been comprised of no less than 60 percent of students who were economically disadvantaged, and also considering that ARVA's current student population is 67 percent economically disadvantaged, a slightly smaller percent of students who qualify as economically disadvantaged have withdrawn at 50 percent.

It is important to frame ARVA's withdrawals within the context of relevant student mobility statistics. In 2004, the Annual Social and Economic Supplement to the U.S. Census reported that 15 to 20 percent of school-aged children had moved in the previous year. In addition to this, research suggests that students in rural states withdraw at higher rates. When considering the additional eleven percent who reportedly withdraw because the learning coach could not be available and nine percent reporting

workload and time commitment, it becomes resounding clear that the understanding that families have in advance of enrollment is of tremendous important in our efforts to reduce the school's withdrawals.

As the opportunity to learn online and virtually has expanded, helping families understand the model before they enroll has become a clear need and a very high priority. To reduce the number of student withdrawals, the school has taken action to assist families in understanding the online, virtual model in advance of enrollment. Beginning in May of 2014, applicants have been engaged in a two-hour interactive session to promote greater understanding for families applying for enrollment. The purpose of this exchange has been to inform, as families must understand the virtual model in advance of enrollment, and we are making every effort to provide improved understanding. Additional information related to this initiative and the Family Academic Support initiative have been provided in Section 1.

To extend the work being done within the online sessions to promote improved understanding of the model for families in advance of enrollment, face-to-face sessions will be scheduled to take place throughout the state during the summer in advance of the 2015-2016 school year. While the online information session and exchange will continue to be provided and improved, having the opportunity to meet with families at locations throughout the state may reduce withdrawals and help to bring improved understanding for applicants.

In summary, the school is working very diligently to improve the percentage of students who withdraw from the school. All schools experience withdrawals, but helping families make a careful and well-informed choice will be very important. Parent information sessions, offered remotely and throughout the state, and the Family Academic Support initiative, will be important as we work to provide clear information and strong support for families who choose virtual learning for their student. Like all schools, ARVA will continue to experience student withdrawals, while better controlling withdrawals will be a very high priority of the school.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Who Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2010-2011	13	12	92%	0	0
2011-2012	12	11	92%	0	0
2012-2013	12	10	83%	0	0

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.

From 2010-2011, one teacher left because ARRA funds had been expended. Upon completion of the 2011-2012 school year, one teacher left to advance her career, having been named to a position in higher education and in her local community. Moving from 2012-2013 to 2013-2014, two teachers left to accept positions teaching in schools where their children were attending.

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 Virtual Academy
State-Mandated Assessment Scores, 2011-2013

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced

Benchmark/Literacy-Combined Population

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2011	ARKANSAS VIRTUAL ACADEMY	300	9.33%	22.33%	40.67%	27.67%
2011	ARKANSAS STATE	854	5.45%	19.90%	40.34%	34.09%
2012	ARKANSAS VIRTUAL ACADEMY	308	8.12%	15.58%	33.12%	43.18%
2012	ARKANSAS STATE	841	4.21%	14.38%	35.71%	45.70%
2013	ARKANSAS VIRTUAL ACADEMY	306	10.46%	17.32%	35.95%	36.27%
2013	ARKANSAS STATE	837	4.86%	15.77%	36.22%	43.14%

Benchmark/Literacy-Economically Disadvantaged

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2011	ARKANSAS VIRTUAL ACADEMY	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
2011	ARKANSAS STATE	529	7.45%	25.41%	42.17%	24.98%
2012	ARKANSAS VIRTUAL ACADEMY	167	10.18%	17.96%	32.34%	39.52%
2012	ARKANSAS STATE	534	5.81%	18.79%	39.69%	35.71%
2013	ARKANSAS VIRTUAL ACADEMY	178	11.80%	21.35%	37.64%	29.21%
2013	ARKANSAS STATE	530	6.57%	20.29%	39.62%	33.52%

Benchmark/Math-Combined Population

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2011	ARKANSAS VIRTUAL ACADEMY	300	10.00%	18.33%	34.67%	37.00%
2011	ARKANSAS STATE	854	9.65%	13.87%	33.01%	43.39%
2012	ARKANSAS VIRTUAL ACADEMY	308	13.64%	16.88%	32.79%	36.69%
2012	ARKANSAS STATE	842	8.94%	13.32%	33.09%	44.66%
2013	ARKANSAS VIRTUAL ACADEMY	306	16.01%	15.36%	31.05%	37.58%
2013	ARKANSAS STATE	838	10.53%	14.52%	33.74%	41.22%

Benchmark/Math-Economically Disadvantaged

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2011	ARKANSAS VIRTUAL ACADEMY	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
2011	ARKANSAS STATE	529	12.84%	17.54%	35.32%	34.30%
2012	ARKANSAS VIRTUAL ACADEMY	167	17.96%	20.36%	29.34%	32.34%
2012	ARKANSAS STATE	534	12.15%	16.87%	36.19%	34.79%
2013	ARKANSAS VIRTUAL ACADEMY	178	16.85%	17.98%	33.15%	32.02%
2013	ARKANSAS STATE	531	13.99%	18.08%	36.01%	31.91%

Benchmark/Science-Combined Population

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2012	ARKANSAS VIRTUAL ACADEMY	103	12.62%	33.98%	39.81%	13.59%
2012	ARKANSAS STATE	286	15.19%	33.97%	38.23%	12.60%
2013	ARKANSAS VIRTUAL ACADEMY	98	16.33%	36.73%	38.78%	8.16%
2013	ARKANSAS STATE	282	15.96%	32.54%	37.62%	13.88%

Benchmark/Science-Economically Disadvantaged

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2012	ARKANSAS VIRTUAL ACADEMY	58	13.79%	34.48%	41.38%	10.34%
2012	ARKANSAS STATE	179	20.74%	38.99%	32.89%	7.38%
2013	ARKANSAS VIRTUAL ACADEMY	56	16.07%	42.86%	37.50%	3.57%
2013	ARKANSAS STATE	178	21.59%	37.67%	32.99%	7.74%

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/.

The included comparison data was provided by the Arkansas Department of Education, as part of the school's renewal template, and was prepared by the Arkansas Research Center. In the prepared table, Arkansas Virtual Academy students have been compared to students in the same grade level within their resident district public school district. The comparisons present ARVA students' achievement compared to students in the same grade level within the resident district, as has been footnoted. When tested in April 2011, ARVA's overall percentage who were proficient in literacy was within one percentage point of the district peers, while the percentage of advanced students within the district peer group was 6.42 percent greater. In 2012, the proficiency percentage of the district peer group was 2.59 percent greater, and the percentage of advanced students in the district peer group was 2.52 percent greater in literacy. In 2013, the percentage of the district peer group was 1.98 percent greater, and the percentage of advanced students was 3.64 percent greater for the district peer group.

An adjustment was made during the 2011-2012 school year in order that ARVA students who were economically disadvantaged could be tracked within APSCN. In 2012, the proficiency percentage for the district peer group was 7.35 percent greater, while there were 2.45 percent more students scoring advanced within the ARVA group when comparing the economically disadvantaged scores in literacy between groups. In 2013, the percentage of district peer group students who scored proficient was 1.98 percent greater, and the percentage of the district peer group students who scored advanced was 4.31 percent greater in literacy for students who were economically disadvantaged.

When comparing math performance in 2011, the percentage of ARVA students who demonstrated proficiency was 1.66 percent greater than the district peer group, while the percentage of the district peer group scoring advanced was 6.39 percent greater. In 2012, ARVA's percentage who were proficient was within one percentage point of the district peer group, while the percentage of students who scored advanced in math was 7.97 percent greater within the district peer group. In 2013, the percentage scoring proficient was 2.69 percent greater for the district peer group, and the percentage of students scoring advanced was 3.64 percent greater for the district peer group.

When comparing math performance for students who were economically disadvantaged in 2012, the percent of students who scored proficient was 6.85 percent greater for the district peer group, while the percentage of students who scored advanced was 2.45 percent greater for the ARVA student group for math performance of students identified as economically disadvantaged. In 2013, the percentage of students scoring at the proficient level who were in the district peer group was 2.86 percent greater, while the difference between the two groups was within one percent for students scoring advanced in math who were economically disadvantaged.

When comparing science performance, the percentage of ARVA students who scored at the proficient level was 1.58 percent greater, the percentage of students scoring advanced was greater by about one percent for the ARVA group. In 2013, the percentage of students scoring at the proficient level was 1.16 percent greater for the ARVA student group, while the percentage of students scoring advanced was 5.72 percent greater for the district peer group. When comparing science performance for students who were economically disadvantaged, the percentage of students scoring at the proficient level was 8.49 percent greater for the ARVA student group, and the percentage of students scoring advanced was 2.96 percent greater for the ARVA students. In 2013, the percentage of students scoring at the proficient level was 5.19 percent great for the ARVA student group, while the percentage of student scoring advanced was 4.17 greater for the district peer group in science achievement for students who were identified as economically disadvanated.

Section 5 – Academic Performance Goals
Part A: Current Performance Goals

Goals in Reading

1.   Students at Arkansas Virtual Academy will increase academic achievement in literacy as indicated on the benchmark exam and demonstrate proficiency at the state level of AMO.
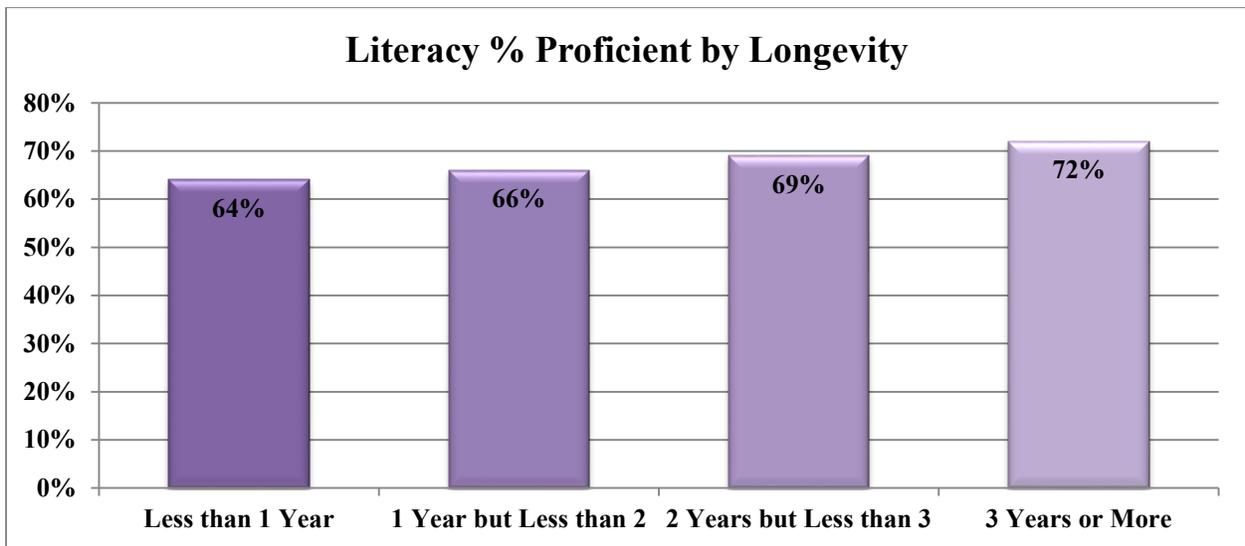
Arkansas Virtual Academy was achieving in 2012, having met AMOs in literacy for all students and TAGG at the district level and within the elementary and middle schools. For both the district and elementary schools, AMOs were achieved for the overall proficiency percentage and the growth calculation. The middle school was designated as achieving through the growth calculation and was .25 of one percent from meeting the overall proficiency AMO for TAGG, while the middle school did achieve the all students AMO.

In 2013, ARVA was achieving as at the district level and within the elementary and middle schools. The district was designated as achieving through the three year growth performance calculation. The elementary school achieved AMOs for all students and TAGG in the overall proficiency calculation, the growth performance calculation, and the three year growth calculation. Annual Measurable Objectives were met for TAGG in the three year average performance calculation, while this measure was missed by .34 of one percent. The middle school was designated as achieving through the three year average performance calculation and the three year growth calculation for all students and TAGG. AMOs were met for the TAGG group in the overall proficiency calculation and three year growth calculation, while the all students measures did not meet the AMOs for overall proficiency or growth at 73.17 percent proficient and 68.18 percent of students meeting growth.

In 2014, ARVA's kindergarten through eighth grade enrollment grew by nearly 200 percent. The district, the elementary school, and the middle school were successful in meeting TAGG AMOs, while the district and both schools missed their AMOs in literacy within the overall proficiency calculation. The overall district percentage of students performing at or above proficient was 67.73 with an AMO target of 75.85, and 67.73 percent of students achieved the growth measure, while the AMO target was 76.17. Achievement outcomes within the elementary school were similar at 63.95 percent of students at or above proficiency with an AMO target of 73.66, and 61.99 percent of students met growth with an AMO target of 73.37 percent. The overall proficiency percentage was comparatively better within the middle school with 70.81 percent of students demonstrating proficiency and 71.00 percent of students achieving growth; however, the AMO targets for the middle school grades were 83.48 percent for the overall proficiency and 83.34 percent for growth.

When viewing proficiency percentages of students in literacy by persistence, a positive trend is observed over time for students who remain enrolled.

Literacy				
	Less than 1 Year	**1 Year but Less than 2**	**2 Years but Less than 3**	**3 Years or More**
% Proficient	64%	66%	69%	72%
Total Count	387	303	39	163

Literacy % Proficient by Longevity

Category	Value
Less than 1 Year	64%
1 Year but Less than 2	66%
2 Years but Less than 3	69%
3 Years or More	72%

2. On average, students in the program for at least two years will meet or exceed the state and national average as measured by the Complete Battery Percentile Rank (PR) on the state-mandated norm-referenced assessment in literacy.

The overall percentage of students performing at or above the state performance in percentile rank in language was within one percentage point in 2011, 2012, and 2013, while the percentage of ARVA students at or above the state's average percentile rank fell by about four percentage points to 45.7 percent in 2014.

Language: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	36.4%	40.7%	54.5%	30.2%
3	41.4%	40.0%	52.8%	56.7%
4	46.9%	42.4%	42.5%	43.9%
5	60.6%	54.8%	51.2%	40.5%
6	42.9%	52.8%	48.6%	60.5%
7	65.0%	47.8%	59.4%	48.6%
8	57.7%	66.7%	52.6%	50.0%
Overall	49.5%	49.3%	49.6%	45.7%

When comparing the average percentile rank of ARVA students for the language portion of the Iowa Test of Basic Skills by grade against the average percentile rank of the state by grade, students in grades two, three, and four did not perform above the state average in percentile rank, while grades two and three improved in each year since 2011. Please see the table on the following page for comparative data.

Language: Avg NPR of 2 Yr Students Compared to State Avg NPR

Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	39.9	53.0	-13.06	52.9	57.0	-4.1	54.2	56.0	-1.8	41.1	55.0	-13.9
3	36.1	44.0	-7.86	40.5	47.0	-6.5	46.1	46.0	+0.08	50.0	44.0	+6.03
4	54.3	54.0	+0.28	46.0	55.0	-9.0	47.3	55.0	-7.7	50.9	55.0	-4.1
5	52.6	49.0	+3.58	55.1	50.0	+5.06	47.8	50.0	-2.2	46.4	50.0	-3.6
6	46.6	49.0	-2.39	52.2	50.0	+2.22	51.1	49.0	+2.09	52.0	49.0	+3.03
7	53.3	47.0	+6.3	47.6	47.0	+0.57	56.0	47.0	+9	48.6	46.0	+2.65
8	54.8	47.0	+7.81	53.3	48.0	+5.29	52.7	48.0	+4.68	49.0	46.0	+2.95

Arkansas Virtual Academy students who had been enrolled for at least two years outperformed the state average percentile rank in every year and grade with exception of second grade in 2014.

Reading: % of 2 Yr Students At or Above State Performance

Grade	2011	2012	2013	2014
2	62.5%	61.5%	63.6%	58.1%
3	65.5%	65.7%	61.1%	76.7%
4	75.0%	69.7%	67.5%	70.7%
5	75.8%	87.1%	63.4%	70.3%
6	64.3%	66.7%	77.1%	78.9%
7	70.0%	65.2%	71.9%	67.6%
8	76.9%	81.0%	63.2%	72.7%
Overall	70.0%	70.7%	66.9%	70.2%

Reading: Avg NPR of 2 Yr Students Compared to State Avg NPR

Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	60.0	59.0	+1	66.8	60.0	+6.85	63.0	59.0	+4	56.5	58.0	-1.5
3	55.9	51.0	+4.9	58.3	51.0	+7.31	56.6	51.0	+5.58	61.8	50.0	+11.77
4	66.7	52.0	+14.66	60.1	52.0	+8.06	63.0	53.0	+10	63.2	52.0	+11.24
5	65.8	47.0	+18.76	69.7	47.0	+22.68	54.3	47.0	+7.32	59.1	47.0	+12.14
6	56.1	47.0	+9.07	62.5	47.0	+15.5	65.0	46.0	+19.03	60.5	46.0	+14.47
7	68.0	51.0	+16.95	57.9	51.0	+6.91	70.2	50.0	+20.16	65.3	49.0	+16.32
8	68.8	53.0	+15.85	71.0	54.0	+16.95	61.6	53.0	+8.63	70.8	52.0	+18.82

3. Students will complete 90% of the curriculum lessons in literacy.

Language Arts – Percentage of Curriculum Lessons Completed				
	2011-2012	2012-2013	2013-2014	Overall
Annually	91.5%	99%	86%	90%

Percentages were variable by year, while the overall percentage of students completed 90% of the curriculum lessons in literacy. This goal was part of the original charter approved in 2007, and was included in the 2012 renewal. This goal does not hold the relevance within the model that it once held. Originally, interactive web sessions with students did not exist as part of the virtual model or ARVA's instructional plan. With synchronous sessions increasing in frequency, portions of the curriculum have become more reliant on teacher time with the student as opposed to time spent in lessons online and also with the learning coach. The learning coach and online lessons are still vital within the model, but the teacher working with the student online has increased and will continue to increase.

Goals in Mathematics

1. Students at Arkansas Virtual Academy will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state level of Annual Measurable Objective (AMO).

Arkansas Virtual Academy was designated as a district needing improvement in 2012 with 71.91 percent of students achieving proficiency. With 71.91 percent of students demonstrating proficiency, the AMO target was missed by 1.86 percent. Similarly within the elementary school, 70.42 percent of students demonstrated proficiency. With 70.42 percent of students demonstrating proficiency, the AMO target was missed by four percentage points. The middle school was achieving in 2012, as 75.58 percent of students demonstrated proficiency. While not reaching the AMO target for growth within the middle school, the percentage of students meeting growth was 70.49.
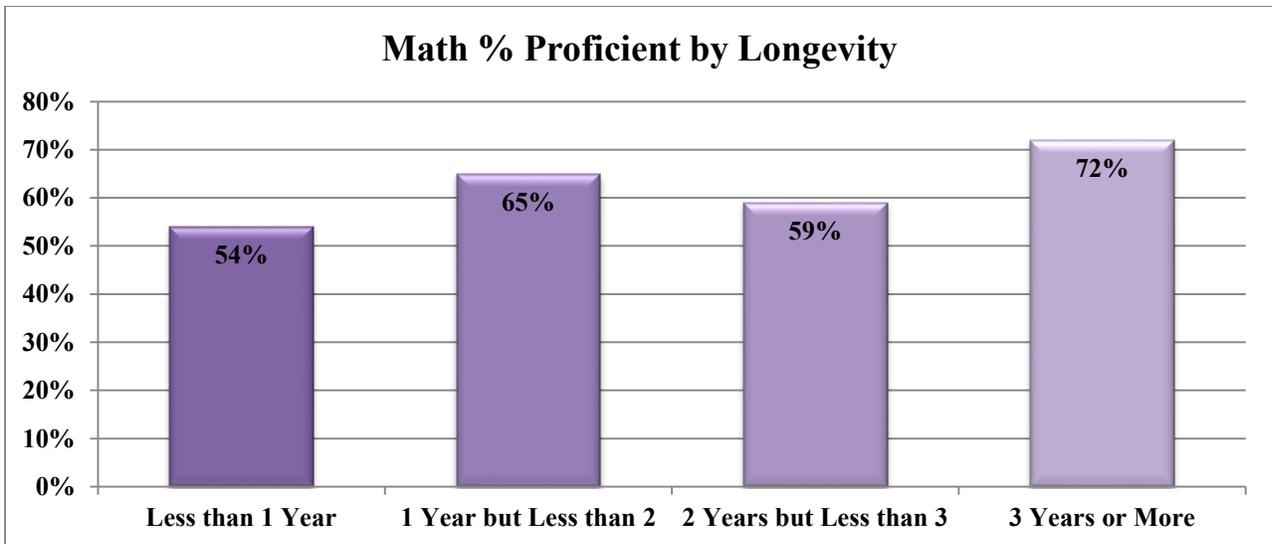
In 2013, the percentage of students demonstrating proficiency within the district was 67.70, which missed the AMO target for math by 8.7 percentage points. Overall, math results in 2013 had slipped. The three year percentage of students performing at proficient in math and within the district was 70.25. Within the elementary school, the percentage of students performing at or above the proficient level was 71.35 percent. This missed the AMO of 77.23 percent for elementary math but followed similar proficiency patters as had been demonstrated across years, having more than 70 percent performing at or above proficiency. Math outcomes in the middle school had fallen to 63.19 percent of students demonstrating proficiency which also lowered the three year average performance within the middle school to 68.09 percent of students performing at or above the proficient level. While the percentage of students scoring proficient had fallen from the prior year, students performing at or above proficiency on the Algebra I End-of-Course exam was 72.72 percent.

In 2014, the percentage of students demonstrating proficiency within the district was 65.25 percent, which missed the district AMO target of 78.76 by 13.51 percent. Within the elementary school, 64.89 percent of students performed at or above the proficient level. This percentage was below the AMO target of 79.51 percent by 14.62 percent. The percentage of students within the middle school scoring at or above proficient was 65.52 percent. This percentage was below the AMO target of 76.69 percent

by 11.17 points. While the average had fallen, students performing at or above the proficient level on the Algebra I End of Course had increased to 76.25 percent.

Overall, math has presented our greatest academic challenge. When viewing proficiency percentages of students by persistence, a positive trend is observed over time for students who remain enrolled. A great deal of our intervention focus has been directed toward math. In order to meet the one page requirement, strategies employed to address goals for improvement will be discussed within the renewal presentation.

Mathematics				
	Less than 1 Year	1 Year but Less than 2	2 Years but Less than 3	3 Years or More
% Proficient	54%	65%	59%	72%
Total Count	387	303	39	163

Math % Proficient by Longevity

2. On average, students in the program for at least two years will meet or exceed the state and national average as measured by the Complete Battery Percentile Rank (PR) on the state-mandated norm-referenced assessment in mathematics.

The overall percentage of students performing at or above the state performance in percentile rank in math was above the average percentile rank of the state one percentage point in 2011, 2012, 2013, ad 2014.

Math: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	57.6%	66.7%	51.5%	44.2%
3	41.4%	45.7%	58.3%	63.3%
4	62.5%	51.5%	55.0%	61.0%
5	51.5%	58.1%	48.8%	51.4%
6	46.4%	41.7%	51.4%	55.3%
7	60.0%	47.8%	40.6%	64.9%
8	61.5%	57.1%	57.9%	63.6%
Overall	54.2%	51.9%	51.7%	56.9%

When comparing the average percentile rank of ARVA students for the math portion of the Iowa Test of Basic Skills by grade, the greatest need is observed for students in second grade when compared to other grades. This will be discussed within the renewal presentation.

Math: Avg NPR of 2 Yr Students Compared to State Avg NPR												
	2011			2012			2013			2014		
Grade	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	55.1	58.0	-2.94	66.5	58.0	+8.48	55.2	58.0	-2.8	51.4	58.0	-6.6
3	49.1	57.0	-7.93	53.9	58.0	-4.1	53.8	55.0	-1.2	61.9	54.0	+7.87
4	65.9	62.0	+3.91	55.7	62.0	-6.3	58.8	61.0	-2.2	62.3	61.0	+1.29
5	59.5	57.0	+2.45	63.2	57.0	+6.23	49.6	55.0	-5.4	55.6	54.0	+1.65
6	48.0	57.0	-9.04	48.5	58.0	-9.5	54.5	55.0	-0.5	56.8	54.0	+2.84
7	55.5	55.0	+0.5	51.7	55.0	-3.3	54.3	54.0	+0.25	58.6	53.0	+5.62
8	65.5	55.0	+10.46	60.0	56.0	+3.95	54.8	54.0	+0.79	60.1	53.0	+7.14

3. Students will complete 90% of the curriculum lessons in Mathematics.

Math – Percentage of Curriculum Lessons Completed			
	2011-2012	2012-2013	2013-2014	Overall
Annually	88.6%	95.7%	76.5%	83.2%

Percentages were variable by year, while the overall percentage of students completed 83.2 percent of the curriculum lessons in math. This goal was part of the original charter approved in 2007, and was included in the 2012 renewal. As previously stated, this goal does not hold the relevance within the model that is once held. Originally, interactive web sessions with students did not exist as part of the virtual model or ARVA's instructional plan. With synchronous sessions increasing in frequency, portions of the curriculum have become more reliant on direct teacher instruction with the student as opposed to time spent in lessons online and also with the learning coach. The learning coach and online lessons are still vital within the model, but the teacher working with the student online has increased and will continue to increase. This is especially true in math where we are focusing instruction more heavily.

Other Goals

1. Students will demonstrate mastery at 80% or above in every completed lesson and unit objective as measured by the assessments within the Online School (OLS).

Arkansas Virtual Academy successfully met this goal each year. Arkansas Virtual Academy students working within the Online School (OLS) are required to complete lessons, demonstrating mastery at 80% of above, in order to advance to the following lesson. Additional lessons and activities may be provided for students once lessons have been mastered, or remediation is provided for students in the event that prior knowledge may need to be addressed in order to gain content mastery.

Part B: New Performance Goals

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

Arkansas Virtual Academy will improve student performance in literacy, measured by PARCC, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Arkansas Virtual Academy will improve student performance in math, measured by PARCC, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Students in ARVA's graduating Class of 2018 and beyond, who began the ninth grade with ARVA, will earn an average of 5.5 course credits toward graduation in each year of the charter.

Arkansas Virtual Academy will demonstrate a satisfaction rate of 95% or higher measured by an annual satisfaction survey.

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.

There were no findings for the 2013 annual financial audit.

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)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)(A)	Requiring monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
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)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours (provided that instruction is lengthened beyond six hours a day and not shortened to less than six hours a day)
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
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
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103-106	Requiring a library media program
6-25-104	Library media specialist—Qualifications
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

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year (to allow the full 38 to be available and taught by the senior year for students entering as 9th or 10th grade students in 2014-2015)
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit) (to allow the full 38 to be available and taught by the senior year for students entering as 9th or 10th grade students in 2014-2015)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction (to allow an average of 180 students per teacher in grades 9-12)
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills
12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education

19.03   Pertaining to alternative learning environments

Waivers from Other Rules:
- Alternative learning
- Certified staff salary scale
- Defibrillator devices
- Discipline and school safety policies
- Distance learning
- Expenditure requirements
- Junior Fire Marshal Program
- Purchasing of instructional materials
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
- ADE Rules Governing the Superintendent Mentoring Program
- 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 Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools
- ADE Rules Governing Education Licensure
- Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)
- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve.

Part A: New Waiver Requests
List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

> State Board of Education *Standards for Accreditation*
> 1. Section 9.03.4.5 of the Standards Rules requiring that vocal and instrument music be taught within the required courses which shall be taught annually for a total of 38 units.
>   Arkansas Virtual Academy is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The online environment is not conducive to the performance requirement described for vocal music and instrumental music.

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 Virtual Academy wishes to maintain all currently approved waivers.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan). A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**.

The Arkansas Virtual Academy Board of Directors is requesting an amendment to the charter's enrollment cap and grade levels. While the enrollment cap and grade levels were indirectly described within Act 1309 of 2013, Arkansas Virtual Academy was effectively changed. Since that time, grades 9 and 10 have been served through ARVA, and the district's current enrollment is 1,644 students. Serving grades 9 and 10 within the Arkansas Virtual Academy district has created a third school – Arkansas Virtual Academy High School. The Arkansas Virtual Academy Board of Directors is requesting that Arkansas Virtual Academy's charter be amended to reflect a total of enrollment of 2,000 students who may be in grades kindergarten through grade twelve (K-12). In order to offer the 38 required courses for grade 11 in school year 2015-2016 and grade 12 in school year 2016-2017, a list of high school course offerings and course sequence, a list of elective offerings, and a budget for a total enrollment 2,000 have each been provided.

HIGH SCHOOL COURSE OFFERINGS			
Subject	**Class**	**Option 1**	**Option 2**
Math	Freshman	Algebra I	Geometry
LA	Freshman	LAC I -English 9	LAC II - English 10
Science	Freshman	Physical Science	Biology
Social Studies	Freshman	World History	
Elective 1	Freshman	See Electives Below	
Elective 2	Freshman	See Electives Below	
Subject	**Class**	**Option 1**	**Option 2**
Math	Sophomore	Geometry	Algebra II
LA	Sophomore	LAC II - English 10	
Science	Sophomore	Biology	Chemistry
Social Studies	Sophomore	World History	American History
Elective 1	Sophomore	See Electives Below	
Elective 2	Sophomore	See Electives Below	
Subject	**Class**	**Option 1**	**Option 2**
Math	Junior	Algebra II	Pre Cal-Trig/Calculus
LA	Junior	American Lit - English 11	
Science	Junior	Chemistry	Physics
Social Studies	Junior	Civics/ Am Government / Economics	Psychology
Elective 1	Junior	See Electives Below	
Elective 2	Junior	See Electives Below	
Subject	**Class**	**Option 1**	**Option 2**
Math	Senior	Pre Cal-Trig or Calculus	Probability and Statistics
LA	Senior	British and World Lit -English 12	
Science	Senior	Physics	Environmental Science
Social Studies	Senior	Civics/Am Government/ Economics	Psychology
Elective 1	Senior	See Electives Below	
Elective 2	Senior	See Electives Below	

HIGH SCHOOL ELECTIVE OFFERINGS	25	
PE/ Health and Safety	Marketing I/II	Personal Finance
Fine Arts	Entrepreneurship	Psychology
Instrumental Music	Comp Apps I/II	Oral Communications
Vocal Music	Java Basics I/II	Environmental Science
Digital Arts I and II (Adv. Art)	Visual Basics I/II	Oral Communications
3D Art I and II (Adv. Art)	Economics	Journalism
	Journalism	World Language I/II

ARVA Budget - 2,000 Enrollment

	Annual Budget Projection	
	Total	**% of Rev**
Managed Enrollments		
K-8	**1,640**	
HS	**360**	
Ending Enrollment (Avg. for Totals)	**2,000**	
Funding Sources		
Basic Formula Funding - K-8 and HS	$ 13,079,087	94%
Title I	$ 492,466	4%
Title IIA	$ 69,420	0%
Title VIB	$ 246,095	2%
Total Funding	**$ 13,887,067**	**100.0%**
Instruction - Teachers		
Salary - Regular	$ 1,388,351	10.0%
Salary - Special Ed	$ 469,706	3.4%
Salary - ICs / Advisors / Counselors	$ 141,802	1.0%
Salary - Title	$ 123,064	0.9%
Salary - Other	$ 246,056	1.8%
Salary - Part-Time Regular	$ 1,903	0.0%
Salary - Part-Time Special	$ 19,476	0.1%
Benefits	$ 733,020	5.3%
Travel	$ 18,647	0.1%
Phone	$ 29,676	0.2%
Instructional Materials	$ 50,688	0.4%
Curriculum Delivery	$ 105,141	0.8%
Teacher Laptops	$ 39,000	0.3%
Non-Instructional Materials & Supplies	$ 93,239	0.7%
Conf., Teacher Training & Prof. Dev.	$ 167,754	1.2%
Printing, Mailing, Postage	$ 9,675	0.1%
ISP	$ 32,133	0.2%
Total Instruction - Teachers	**$ 3,669,332**	**26.4%**
Instruction - Students		
Proctored Exams & Test Administration	$ 379,802	2.7%
Curriculum Delivery	$ 3,143,356	22.6%
Instructional Materials	$ 2,598,704	18.7%
Computer, Peripherals, & Software	$ 426,798	3.1%
ISP	$ 140,038	1.0%
Family & Academic Support	$ 246,800	1.8%
Total Instruction - Students	**$ 6,935,498**	**49.9%**

ARVA Budget - 2,000 Enrollment

	Annual Budget Projection	
	Total	**% of Rev**
Student and Family Services		
Special Ed Contracted Svcs & Other Related Exp.	$ 1,263,388	9.1%
Field Trips	$ 5,378	0.0%
Hybrid Program	$ -	0.0%
School Events	$ 5,378	0.0%
Total Student and Family Services	**$ 1,274,143**	**9.2%**
School Administration & Governance		
Educational Services	$ 420,187	3.0%
Legal Services	$ 16,974	0.1%
Auditing - External	$ 31,827	0.2%
Board Development & Training	$ 5,305	0.0%
Professional Development	$ 10,626	0.1%
Phone	$ 8,912	0.1%
Admin Computer, Peripherals, & Software	$ 4,244	0.0%
Temporary Employees	$ 21,218	0.2%
Total School Administration & Governance	**$ 519,292**	**3.7%**
Technology		
Technology Services	$ 972,095	7.0%
Total Technology	**$ 972,095**	**7.0%**
Insurance / Facilities / Other		
Rent	$ 55,360	0.4%
Telephone	$ 5,305	0.0%
Internet Connection	$ 3,183	0.0%
Copier / Fax Lease	$ 12,731	0.1%
Outside Copying	$ 484	0.0%
Office Postage and Shipping	$ 7,502	0.1%
Office supplies and equipment	$ 8,487	0.1%
Computer equip. & installation	$ 5,305	0.0%
General Liability Insurance	$ 25,344	0.2%
Bank fees	$ 637	0.0%
Total Insurance / Facilities / Other	**$ 124,336**	**0.9%**
Total School Expenditures This Period	**$ 13,494,695**	**97.2%**
3% Fund Reserve on Basic Funding	**$ 392,373**	**2.8%**
Fund Balance	**$ (0)**	**0.0%**