# ADE

# Evaluation and

# Applicant

# Responses

**Rogers New Technology High School**
**Rogers Public Schools**

# ROGERS NEW TECHNOLOGY HIGH SCHOOL

**District:** Rogers Public Schools

**Grade Levels:** 9-12

**Student Enrollment Cap:** 600

**Address of Proposed Charter:** 2922 S. First St., Rogers, Arkansas 72758

*STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES (Partially Meets Standard)*

Confirm that there will be only one lottery, not a lottery of students from each of the two high schools.

## The applicant also should be prepared to address any other issues raised by Charter Review Council members.

# Arkansas Department of Education

## Charter School Application Evaluation Instrument

*The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new district conversion or limited public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.*

The ADE will use the following instrument only to evaluate the quality of a district conversion or limited charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

**Meets the Standard**: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

**Partially Meets the Standard**: The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

**Does Not Meet the Standard**: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

# Arkansas Department of Education
# District Conversion or Limited Public Charter School
# Application Evaluation

# EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **ROGERS NEW TECHNOLOGY HIGH SCHOOL**

Sponsoring School District: **ROGERS**

## Part 1: PRE-APPLICATION MATERIALS

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

**Evaluation Criteria:**
A response that meets the standard will guarantee that:
- A Letter of Intent was filed with ADE on time and included all necessary information.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
| | | **X** |

| Strengths |
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| **Concerns and Additional Questions** |
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## Part 2: REQUIRED INFORMATION

### STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS
All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

**Evaluation Criteria:**
A response that meets the standard will present:
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
| | | **X** |

| Strengths |
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| **Concerns and Additional Questions** |
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# STANDARD 2 OF APPLICATION: MISSION STATEMENT

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

**Evaluation Criteria:**

A response that meets the standard will present:
- A mission statement that is, manageable and measurable.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| Strengths |
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| Concerns and Additional Questions |
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| **Define "college readiness indicators"** <br><br> **What graduation rates and college eligibility indicators will be used to indicate that the students are engaged, enabled, and empowered.** <br><br> **College readiness indicators include:** <br> **High school graduation rates will meet or exceed district AMO** <br> **All RNTH students will score 19 or greater on the ACT** <br> **All RNTH students will earn college course credits** <br> **All RNTH students will complete Smart Core Curriculum** <br> **90% of RNTH students will apply for college or post-secondary training** |

# STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas.  Along with the mission statement, this section outlines the basic rationale for the new school.

**Evaluation Criteria:**

A response that meets the standard will present:
- A description of educational need that presents a clear option for students;
- A clear description of a plan for school improvement that addresses how the conversion or limited public charter school will improve student learning and meet state education goals; and
- Valid and reliable data that substantiates the educational needs.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| Strengths |
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| Concerns and Additional Questions |
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## STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

**Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
| | | **X** |

| Strengths |
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| Concerns and Additional Questions |
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Clarify whether the AAA exemption is for the school residence zone or the district residence zone, there is a conflict between the letter from AAA and the narrative.

Provide details regarding the research in teaching technology and culture that support the New Tech model.

In June 2012 the Arkansas Activities Association Board of Directors unanimously approved a request to allow Rogers New Technology High School students to participate in extra-curricular activities in the public school district of their parent's domicile. Since Rogers Public School District has two high school attendance zones, Rogers High School students attending RNTH can participate in extra-curricular activities at Rogers High School. Heritage High School students attending RNTH can participate in extra-curricular activities at Heritage High School.

Research supporting Project Based Learning and technology driven instruction:

The Buck Institute for Education is dedicated to improving 21st Century teaching and learning throughout the world by creating and disseminating products, practices and knowledge for effective Project Based Learning (PBL).

There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Research studies have demonstrated that PBL can:

• be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests
• be more effective than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills, and for careers in the allied health occupations  and teaching
• be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers
• be more effective than traditional instruction for preparing students to integrate and explain concepts

- improve students' mastery of 21st-century skills
- be especially effective with lower-achieving students
- provide an effective model for whole school reform

## REFERENCES

Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315.

Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Lynch, S., Kuipers, JU., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.

Walker, A. & Leary, H. (2008) "A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 12-43. (Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/3)

Vernon, D. T. & Blake, R. L. (1993). Does problem-based learning work? A meta-analysis of evaluative research. *Academic Medicine*, 68(7), 550-63.

Strobel, J. & van Barneveld, A. (2008) "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 44-58. (Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4)

Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79.

Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200.

National Clearinghouse for Comprehensive School Reform (2004). *Putting the Pieces Together: Lessons from Comprehensive School Reform Research*. Washington, DC: Author.

Much national research has been conducted on both project-based learning (Thomas, 2000) and technology-driven education (Wenglinsky, 2005; Gulek & Demirtus, 2005; Lei & Zhao, 2005) and their positive effect on student achievement. Thomas, in his meta-analysis of the research on project-based learning, points to a number of studies highlighting improved student achievement as a result of project-based learning and improved quality of learning and grasp of such 21st century skills as communication and

problem-solving.

## Research supporting New Tech Model

Stanford University's Linda Darling-Hammond, in an article on designing equitable and excellent high schools, termed New Tech a model that "breaks the conventional links between race, poverty, and academic failure. Not only do their students receive an academically rigorous curriculum that prepares them for college and career, they also experience learning opportunities that are culturally rich, socially and practically relevant, and responsive to their needs and interest" (Friedlaender, Darling-Hammond, et al, 2007).

Rockman, et al., tracked alumni from the Napa New Tech High School to evaluate their postsecondary experience and report that 89% of the responding alumni attended a two-year or four-year college or university or professional or technical institute and 40% were majoring in STEM fields or working in STEM professions (Rockman, et al., 2006).

### New Tech Data
In addition to the national data, New Tech High Schools have successfully improved student achievement and attendance, increased graduation rates and post-secondary enrollment and narrowed achievement gaps.

### Improving Student Achievement
During NTN implementation, an overwhelming majority of NTN schools saw significant gains in student achievement.  While some gains were modest, others were magnificent.  Across the North Carolina implementations, student achievement grew by as much as 48.8% while narrowing the achievement gap.  At Warren New Tech, student proficiency in Algebra II increased to 98% (87 of 89 students enrolled).  Similar improvement is evident in Texas and Indiana as well.  In all cases, higher fidelity translated to improved student achievement.

### Increasing Attendance and Reducing Drop Out Rates
NTN schools display high rates of attendance, low dropout, and suspension rates. In 2010-2011, NTN schools had an average attendance rate of 91% and an average dropout rate of less than 1% across the NTN's more than 60 schools. Most NTN schools had a 2010-11 suspension rate below 2%.

### Increasing Graduation Rates
The six most mature NTN high schools in California provide a good sample for NTN graduation rates.  Across these sites the 2007-08 graduation rate was between 69% and 100%. Four of the six surpassed the graduation rates of their comparison schools and their districts. In two of the four schools, the NTN graduation rate was 30% or more above the districts' rate. Moreover, the highest fidelity, mature California schools, Napa and Sacramento, had two of the highest 2007-2008 graduation rates, at 98% and 99% respectively.

# STANDARD 5 OF APPLICATION:  ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

**Evaluation Criteria:**
A response that meets the standard will present:
- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematic Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| Strengths |
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| **Concerns and Additional Questions** |
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# STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks and Common Core Standards.

**Evaluation Criteria:**
A response that meets the standard of a curricular development and alignment program will present:
- Evidence that the curriculum aligns with, or a sound and rational plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the Applicant is prepared to implement the requirements and timeframe of the Common Core Standards.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| Strengths |
|---|
|  |
| **Concerns and Additional Questions** |
| **Provide evidence that the curriculum aligns with, or a sound and rational plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.**<br><br>**RNTH teachers will develop, teach, and assess students with projects based on Arkansas Department of Education content standards, curriculum frameworks, benchmarks, performance standards, and the Common Core Standards for implementation in the 2013-2014 year, which aligns with the ADE timeline to** |

implement Common Core Standards.

In addition, RNTH will have access to the projects and resources that have been developed by expert project-based teachers across the nation in the New Tech High Network that have been developed to align to the Common Core Standards.

## Rogers New Technology High
## Curriculum Development Timeline 2013-2016

| | Spring 2013 | Summer 2013 | SY 2013-2014 | Summer 2014 | SY 2014-2015 | Summer 2015 | SY 2015-2016 |
|---|---|---|---|---|---|---|---|
| **ADE Instructional Expectations for CCSS** | | | Implement CCSS in grades 9-12. Pilot CCSS Assessment system | | Full implementation of CCSS Assessment system | | |
| **Grades 9&10** | Teachers study CCSS Standards and Expectations | Develop student learning outcomes & units at New School Training | Meet weekly to develop and refine units | | Reflect and refine units | | Reflect and refine units |
| **Grade 11** | | | | | Meet weekly to develop and refine units | | Reflect and refine units |
| **Grade 12** | | | | | | | Meet weekly to develop and refine units |
| **New Tech Network Professional Development and Support** | Shadow Experience | New Schools Training | 7 days on site coaching. 65 hours remote coaching. Fall & spring content training. | Annual New Tech Schools Conference | 6 days on site coaching. 50 hours remote coaching. Fall & spring content training. | Annual New Tech Schools Conference | 5 days on site coaching. 32 hours remote coaching. Fall & spring content training. |

**Rogers Board Policy IG ensures that guides will be developed for each subject area and at each grade level. These guides should be derived from the national and state standards and reflect the district philosophy and policies.**
**See policy.**

| Descriptor Term: | Descriptor Code: |
|---|---|
| CURRICULUM MANAGEMENT | IG |

The Rogers School District believes that a well-defined curriculum delivered with best instructional practices supported by targeted professional development will lead to high student achievement.

To define our curriculum, content area curriculum guides will be developed for each subject area and at each grade level. These guides should be derived from the national and state standards and reflect the district philosophy and policies. The expectation is that

- all curriculums will be written and progressively sequenced in a logical and developmentally appropriate way to produce a seamless continuum of learning expectations.
- all staff has the responsibility to teach the written curriculum.
- the delivery of the curriculum shall be a systemic process based on sound research-based and effective instructional principles.
- the staff shall employ the instructional strategies that best match the written curriculum for each objective and meet the needs of all students.
- each area of the curriculum will be reviewed on a regular basis.

## STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

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

**Evaluation Criteria:**
A response that meets the standard will present:
- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for student selection should there be more student applications than can be accommodated under the terms of the charter.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  | **X** |  |

| Strengths |
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| Concerns and Additional Questions |
|---|
| **Applicant should continue the random lottery to place any applications remaining after all spot are filled on the waiting list. Preference on the waiting list should not be given based on when the application was received.**<br><br>**Each high school will conduct a random lottery drawing. Every application will be drawn and ranked. Enrollment slots will be assigned based on rank. If a student who entered the district under school choice is drawn in the lottery, his or her siblings will also be offered enrollment slots.** |

## STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards to which all employees will be held.

**Evaluation Criteria:**
A response that meets the standard will present:
- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| Strengths | Reference |
|---|---|
|  |  |

| Concerns and Additional Questions | Reference |
|---|---|
|  |  |

## STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address student services.

**Evaluation Criteria:**

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |
| **Strengths** | | |
|  | | |
| **Concerns and Additional Questions** | | |
| **Verify that the applicant will comply with all state and federal special education regulations.** <br><br> **Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.** <br><br> <span style="color:red">**New Technology High will comply with all state and federal special education regulations.**</span> <br><br> <span style="color:red">**All teachers will follow the SIOP model (Sheltered Instruction Observation Protocol) and RNTH will have an ESL licensed instructor.**</span> | | |

## STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

**Evaluation Criteria:**

A response that meets the standard will present:

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

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |
| **Strengths** | | |
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| **Concerns and Additional Questions** | | |
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## STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

**Evaluation Criteria:**

A response that meets the standard will present:
- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:
- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:
- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
    - members of the local board of the public school district where the charter school will be located; and
    - the employees of the public school district where the charter school will be located.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |
| **Strengths** | | |
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| **Concerns and Additional Questions** | | |
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## STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should describe any waiver from local or state law which the charter is seeking.

**Evaluation Criteria:**

A response that meets the standard will present:
- A rationale for each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| **Legal Comments** |
|---|
| **1. Requested Waivers** |
| **a.)** **Standards for Accreditation 16.02-Media Services: In order to effectuate this waiver, waivers for Ark. Code Ann. §§ 6-25-103 & 104 should also be requested.** |
| RNTH requests a waiver for the requirements of 16.02.3 to employ a licensed media specialist, a waiver for the requirement of 16.02.4 for the 300 volume book |

**requirement, and for Ark. Code Ann. §§ 6-25-103 & 104. RNTH will employ a certified staff member to serve as technology/ instructional facilitator but requests waiver from requirement for a certified media specialist.**

b.) **Waivers are not needed for phasing in the required 38 courses in 9.03.4 of the Standards for Accreditation when the school will phase in the required courses as grades are added.**

 **RNTH withdraws the request for a waiver for units that will be phased in as grades are added.**

c.) **Standards for Accreditation 9.03.4.5 Art: Applicant should offer further explanation of the need for this waiver. Historically, the State Board has not waived this requirement. Applicant should also explain how students will obtain the ½ unit of fine art required for graduation under Standard 14.0.**

 **RNTH withdraws the request for a waiver for art.**

d.) **Standards for Accreditation 9.03.4.1 Drama: Applicant should offer further explanation of the need for this waiver. Applicant should note that if a full credit of oral communications is offered, drama is not required.**

 **RNTH requests a waiver for the requirement to offer .5 unit of drama. In review of the ADE English Language Arts Drama Curriculum Framework, we assure the standards will be incorporated and addressed in grade 9, 10, 11 and 12 English.**

d.) **Standards for Accreditation 16.02 Media Services: In order to effectuate this waiver, the Applicant should request a waiver of Ark. Code Ann. §§ 6-25-103 & 104.**

| Concerns and Additional Questions |
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# STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

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

**Evaluation Criteria:**
A response that meets the standard will present:
- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

| Legal Comments |
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| Concerns and Additional Questions |
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## STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

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

**Evaluation Criteria:**

A response that meets the standard will present:
- A plan to involve parents and guardians of students to be enrolled in the school, as well as the broader community, in the process of carrying out the terms of the charter, and
- A description of how parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

| Does Not Meet the Standard | Partially Meets the Standard | Meets the Standard |
|---|---|---|
|  |  | **X** |

| Strengths |
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| Concerns and Additional Questions |
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# FINANCIAL/BUDGET COMMENTS:

~~Partially meets standards~~ MEETS STANDARD

**Strengths:** Application contains a copy of the proposed certified and classified salary schedule.

## Concerns and Additional Questions:

The applicant should clarify what two positions are included in Administrative salaries. Assistant principal is not employed until year two.     Pg. 35

In Year 1 the positions budgeted for are a principal and an administrative assistant (clerical) position.

In Year 2 the budget was amended to include 1 principal, .5 assistant principal, and 1.5 administrative assistant positions.

The applicant should clarify what positions are budgeted in Regular classroom instruction for salaries and what is included to arrive at purchased services. Pgs. 35/ 39

The proposed staffing projection from page 10 has been amended.
Staffing Projection

| Certified Personnel | Qualifications | 2013 2014 Enrollment = 300 | 2014 2015 Enrollment = 450 |
|---|---|---|---|
| Principal/Director FTE | Meets Arkansas Licensure and HQT requirements | 1.00 | 1.00 |
| Asst. Principal | Meets Arkansas Licensure and HQT requirements | .0 | .50 |
| Counselor | Meets Arkansas Licensure and counseling endorsement | .50 | .75 |
| Technology/Academic Facilitator | Meets Arkansas Licensure and HQT requirements | 1.00 | 1.00 |
| Certified Teachers | Meets Arkansas Licensure and HQT requirements | 15.64 | 18.78 |
| Sub-total | | 18.14 | 22.03 |
| Classified Staff | | | |
| Clerical Support | | 1.00 | 1.50 |
| Total | | 19.14 | 23.53 |

**Year 1**
**Regular classroom salaries include 10 core teachers (English, math, science, social studies), 2 career and technical education teachers, .14 FTE ESOL (1 period), 1 art, .5 (half-time) PE, 2 foreign language. Total FTE for classroom instruction = 15.64. Salary for Instructional/Technology Facilitator has been moved to line 75 Media.**

**Year 2**
**Regular classroom salaries include 12 core teachers (English, math, science, social studies), 3 career and technical education teachers, .14 FTE ESOL (1 period), 1 art, .5 (half-time) PE, 2 foreign language. Total FTE for classroom instruction = 18.64.**

**The purchased services are the fees for New Tech Network and staff training expenses.**

**The applicant should clarify no budgeted costs for Media position when application references Technology Facilitator. Pgs. 37 & 39**

**We are asking for a waiver for the media specialist and replacing that position with a Technology Facilitator. We originally included this position in regular classroom but now have moved it to Media section, line 75.**

**The applicant should clarify no allocated budgeted share of costs to the charter in the areas of ALE, Health Services, Fiscal Services, Food Services, Maintenance & Operation, and transportation for both years.**

**ALE services will be met by the district's existing ALE program so there will be no additional costs.**

**Health Services will be met by the district's existing staff of 18 licensed nurses and four paraprofessionals so there will be no additional costs.**

**Fiscal Services will be met by the district's existing fiscal services department so there will be no additional costs.**

**Food service is a completely self-sustaining cost neutral program so there will be no additional costs.**

**Custodial and maintenance is budgeted as a purchased service in the Maintenance and Operations section, line 94 since the district uses an outside contractor at this location.**

**Transportation is currently provided for the students in the other programs to this location. The only transportation costs will be shuttles to allow access to band, choir, orchestra, and athletics. It is listed in the budget as shuttle costs in Pupil Transportation section, line 106.**

**The applicant should explain FTE for Special Education and G/T for both budgeted years.**

**Special Ed is budgeted at 1 period (.14 FTE) the first year. The second year Special Ed is budgeted at 2 periods (.28 FTE).**

**GT Services are provided through AP courses taught by teachers included in the Regular Classroom Instruction section, lines 27-33.**

**The applicant should clarify calculation for renovations in both years.   Pgs. 38 & 42 The applicant does not include budgeted amounts for utilities, property or content insurance   Pg. 38**

**Year 1**

**In year one the plans call for 22,000 square feet to be renovated.  Plans were developed after touring the space with the New Tech representatives.  A separate entrance will be established, several classroom walls will be removed to make larger double classrooms, windows and glass dividers will be added, and furnishings and technology for small group spaces will be provided.**

**The breakdown is as follows:**
**Architect and Engineering fees            $92,400**
**Contractor ($60 per sq.ft)             $1,320,000**
**Furniture and Equipment                  $87,600**
**                                        $1,500,000**

**Year 2**

**Year 2 the program will be growing and 5000 square feet will be added to the building as well as 15,000 square feet will be remodeled.  The plans that were drawn up will be continued and more classrooms will be modified and furnished.**

**The breakdown is as follows:**
**Architect and Engineering fees            $115,400**
**Contractor (addition $150 per sq.ft)      $750,000**
**Contractor (renovation $60 per sq.ft)     $900,000**
**Furniture and Equipment                   $234,600**
**                                        $2,000,000**

**The applicant does not include budgeted amounts for utilities, property or content insurance    Pg. 38**

**Since the building is currently utilized the additional utility cost to the district will be negligible.  Budget is updated in Facilities section, line 131.**

**Insurance costs are updated in Facilities section, line 133 and line 134.**