

**2012-2013 Application Cycle**

**ADE**

**Evaluation and**

**Applicant**

**Responses**

**Washington Academy**  
**Texarkana Arkansas School District**

## WASHINGTON ACADEMY

**District:** Texarkana School District  
**Grade Levels:** 9-12  
**Student Enrollment Cap:** 160  
**Address of Proposed Charter:** 1900 Marietta, Texarkana, Arkansas 71854

The Charter Review Council requires, by noon on Wednesday, December 12, 2012, the submission of a revised budget showing the breakdown of the proposed charter school's portion of expenses in all budget lines. The revised budget should be sent to Diane Gross, via email, at [diane.gross@arkansas.gov](mailto:diane.gross@arkansas.gov).

### ***STANDARD 3 OF APPLICATION: EDUCATIONAL NEED (Partially Meets Standard)***

- Explain how the need for the charter school is different than the need for alternative learning environments required under current law.

### ***STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM (Partially Meets Standard)***

- Discuss the research on “cooperative learning and cooperative grouping, rote learning, thematic instruction, simulations and games, evidence-based teaching, and integrating technologies such as smart boards, handhelds devices, hardware, software, and the use of the web in instruction.”

### ***STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS (Partially Meets Standard)***

- Provide the 2011 graduation rate AMOs for all students, the targeted achievement gap group, and all ESEA subgroups and produce a chart to show the increasing graduation rates that will be expected for students at the charter school through the 2017-2018 school year.
- Provide the 2017-2018 goals for each of the following:
  - Literacy for all students;
  - Literacy for TAG students;
  - Mathematics for all students; and
  - Mathematics for TAG students.

### ***STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT (Partially Meets Standard)***

- Provide a timeline for aligning all courses and content with the Common Core State Standards.

**STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES**  
**(Does Not Meet the Standard)**

- Explain which students would be considered alternative education students. Confirm the understanding that when a student chooses to attend a charter school as “an alternative to the traditional setting,” this does not mean that the student generates additional funding for being in an alternative learning environment.
- Describe the random lottery process for admissions that will be used if more students apply than can be accommodated by the enrollment cap.
- Explain if there is a request to increase enrollment by year, and, if so state the maximum number of students by year to be enrolled. If this is not the case, confirm that the maximum enrollment would remain at 120 until 2017-2018 when it would increase to 160 students.

**STANDARD 8 OF APPLICATION: STAFFING PLAN**  
**(Partially Meets Standard)**

- All of the job descriptions state the following as the last line on the page:

“The Board may find appropriate and acceptable alternatives to the above qualifications.”

Explain what qualifications for each position are absolute and cannot be approved for substitution by the board.

**STANDARD 9 OF APPLICATION: STUDENT SERVICES**  
**(Partially Meets Standard)**

- Explain how the affective needs of gifted and talented students will be met.
- Describe the educational program to be provided to ELL students. Discuss the curriculum and the methods of instruction to be used.

**STANDARD 12 OF APPLICATION: WAIVERS**  
**(Partially Meets Standard)**

- Explain which waivers to laws, rules, and/or standards pertaining to gifted and talented education are being requested.

**FINANCIAL/BUDGET**  
**(Partially Meets Standard)**

**Confirm that budgets for both years balance to zero and explain how the school will operate if unexpected events that require additional funding occur.**

- Provide the number of ALE students in Texarkana in 2011-2012, the current number of ALE students, and explain the expectation that all students at the charter would be ALE students.
- Explain how the district/school will accommodate the reduction in ALE funding if there is an increase in traditional students at Washington Academy,

**NOTE: There is no guarantee that the charter will receive the federal funds budgeted.**



**OTHER**

The bell schedule, provided on page 31 of the application, shows a seven-period day with first period beginning at 8:00 and seventh period ending at 3:36. Provide a daily schedule for students that is in line with the flexible hours that will be afforded to students at the charter school, as responses to Standard 3 and Standard 4 both stated the following:

Flexible school hours – This option will allow students who are non-traditional or alternative to attend school during the six hour block that best fits their life styles and give them an opportunity to succeed in education and succeed in life. So often we force all students to fit into the traditional box of our traditional schedule which leaves out those students who social or economic conditions has almost given them no hope. Having a flexible schedule, students will have the opportunity of attending classes during a six hour block sometime between the hours of 8:00 a.m. to 7:00 p.m.

**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: **WASHINGTON ACADEMY**

Sponsoring School District: **TEXARKANA**

**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.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
		X

<b>Strengths</b>
<b>Concerns and Additional Questions</b>

## Part 2: REQUIRED INFORMATION

### ***STANDARD 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**

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

Provide the answers to the questions that were posed at the public hearing.

##### **Questions;**

1. How are PEP decided? Mrs. Vlasis stated that Personalized educational plans will be provided for each student using data from the student's latest Benchmark performance scores, current TLI interim assessments, previous grades, pre-test, and teacher recommendations.
2. When would teacher recruitment begin? How would that process go? Mr. Taylor stated "Teacher recruitment will begin immediately after the charter school is approved by the Arkansas Department of Education. Positions will be posted on the District website. Applications will be taken from existing staff as well as teachers outside the District. There will be an emphasis placed on those teachers who are more creative and diversified in their thinking in order to meet the needs of the student population."
3. Can a "traditional" student attend? Mr. Taylor stated, "Yes, this charter school will be open to all students within the Texarkana Arkansas School District in grades 9 - 12. We are expecting a diversified student population from at-risk, to gifted and highly motivated students."
4. Is this school not going to be a punitive school anymore? What about student behavior issues? Mr. Taylor stated "Washington 4 - A Academy is not a punitive school now, and it has not been since it started in 1996. There has always been a misconception about the 4-A Academy being a punitive campus, because Second Chance, which is a punitive campus use to share this campus. Washington 4-A has always been a school of choice and will continue to be a school of choice. Each student will go through an application and interview process in which we will continue to focus on the 4 A's - Attitude, Academics, Attendance, and Achievement in order make sure that there are certain fundamental and foundational components that will remain at Washington Academy. During the screening process/interview process we will discuss discipline and the consequences for not following rules, as well as a handbook outlining all policies and procedures of the school shall be adopted by the Board.

5. What would happen to students presently attending Washington? Mr. Taylor stated "All students will have an opportunity to apply to attend Washington Academy."
6. What about teachers and their certifications and being with students working on computers/subjects that aren't their certified areas? Mr. Taylor stated "We will hire all certified teachers in all areas and the computer lab teachers will have multiple areas of certification as well as a support system of all teachers in all areas."
7. What about classes and help for the students? Mrs. Vlasis stated "All classes and student's schedules will be based upon student's needs. We will be flexible in our schedules to make sure that the student's needs are being met."
8. Could peer/paid tutoring be a possibility to give students experience helping teach and provide them a job/ Mr. Taylor stated, "We will definitely have peer tutoring. We are not currently set up to compensate students."

***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**

**Concerns and Additional Questions**

Provide specific information regarding how the Mission Statement will be measured.

Washington Academy will meet the annual measureable objective for End of Course exams and graduation.



**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
Concerns and Additional Questions
<p>Explain how the conversion charter school will improve student learning and will be different from the option currently provided to students on the campus.</p> <p>The proposed charter school will improve student learning by using the research based instruction, providing strong teacher/student relationships, increased parental involvement, entering into college partnerships, providing workforce options, and a viable character education program. The model is to build a community not just a school. When the community works together with the students, improved and increased learning takes place. Washington Academy will be different because the culture and environment will be different. The characteristics of the proposed charter school that will be different from the educational program presently will include the following:</p> <ol style="list-style-type: none"> <li>1. Early Graduation Option – many students are highly motivated and very much interested in receiving their state required courses in a setting that would enable them to complete the requires state course work sooner than a four year standard period. Providing this option will give these students the opportunity to proceed at an advanced pace to further their educational careers, increase their desire to be gainfully employed, and increase their chances of graduation.</li> <li>2. Flexible school hours – This option will allow students who are non-traditional or alternative to attend school during the six hour block that best fits their life styles and give them an opportunity to succeed in education and succeed in life. So often we force all students to fit into the traditional box of our traditional schedule which leaves out those students who social or economic conditions has almost given them no hope. Having a flexible schedule, students will have the opportunity of attending classes during a six hour block sometime between the hours of 8:00 a.m. to 7:00 p.m.</li> <li>3. College credit/Dual credit – This is an option that would allow at-risk and gifted students to take advantage of not only high school courses and credit but also to earn college credit while in high school. The dual purpose is to promote a positive challenge for the at-risk as well as the gifted student.</li> <li>4. Career Connections – This program will enable students to receive technical training at the area vocational school while attending Washington Academy in an effort to lead students to the workforce with certification programs and future job opportunities.</li> </ol>

Provide valid and reliable data that substantiates the educational need.

In 2012 18.8% of students at Washington 4A scored proficient on the Geometry EOC exam; none of the students passed the Algebra I EOC exam; none of the students passed the 11<sup>th</sup> grade Literacy EOC exam. These scores alone establish an educational need to improve all of these areas by incorporating higher student/teacher expectations. Instituting flexible scheduling and providing one on one tutoring will increase student comprehension and improve student learning. The workforce program, concurrent college courses, and increased opportunity for early graduation will provide a broader range of options for the students than ever before.

### ***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 lengths of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

#### **Strengths**

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

Discuss the "research based instructional practices" to be used at the school.

The "research based instructional practices" that will be used at Washington Academy will include but not limited to the following practices: cooperative learning and cooperative grouping, rote learning, thematic instruction, simulations and games, evidence-based teaching, and integrating technologies such as smart boards, handhelds devices, hardware, software, and the use of the web in instruction.

List and describe the characteristics of the proposed charter program that will be different from the current educational program.

The characteristics of the proposed charter school that will be different from the educational program presently will include the following:

1. Early Graduation Option – many students are highly motivated and very much interested in receiving their state required courses in a setting that would enable them to complete the requires state course work sooner than a four year standard period. Providing this option will give these students the opportunity to proceed at an advanced pace to further their educational careers, increase their desire to be gainfully employed, and increase their chances of graduation.
2. Flexible school hours – This option will allow students who are non-traditional or alternative to attend school during the six hour block that best fits their life styles and give them an opportunity to succeed in education and succeed in life.

So often we force all students to fit into the traditional box of our traditional schedule which leaves out those students who social or economic conditions has almost given them no hope. Having a flexible schedule, students will have the opportunity of attending classes during a six hour block some time between the hours of 8:00 a.m. to 7:00 p.m.

3. College credit/Dual credit – This is an option that would allow at-risk and gifted students to take advantage of not only high school courses and credit but also to earn college credit while in high school. The dual purpose is to promote a positive challenge for the at-risk as well as the gifted student.
4. Career Connections – This program will enable students to receive technical training at the area vocational school while attending Washington Academy in an effort to lead students to the workforce with certification programs and future job opportunities.

## ***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.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
	X	

### **Strengths**

### **Concerns and Additional Questions**

Provide goals for 2017-2018 as goals for five years were requested, but, if authorized, the charter will not begin serving students until 2013-2014.

Provide 2016-17 and 2017-18 graduation rate goals.

*In the school year, 2016-2017, the graduation rate goal will be 83.73%. In the 2017-2018 school year the graduation rate goal will increase to 86.99%.*

Provide the 2017-2018 goals for each of the following:

- Literacy for all students;
- Literacy for TAG students;
- Mathematics for all students; and
- Mathematics for TAG students.

Explain how the graduation rate will be measured and how the goal will be met.

*The graduation rate will be measured by all students graduating within the cohort during the given year.*

## ***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.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
	X	

<b>Strengths</b>
<b>Concerns and Additional Questions</b>
Confirm that all courses and all content have been aligned with Common Core State Standards or provide a timeline. The Texarkana Arkansas School District math facilitators, literacy facilitators, content teachers, the Southwest Arkansas Cooperative facilitators, the The Learning Institute of Hot Springs, and the Arkansas Department of Education are working together to transition from the Arkansas Academic Standards to the Common Core State Standards. Washington Academy's teachers, facilitators and administrators are participating in this transition.

## ***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.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
X		
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		
<p>The Applicant states it will give priority for enrollment to alternative education, at-risk, and homeschooled students. This is not permissible under federal law, as every child must have an equal opportunity to enroll in the school. Though the Applicant recites that it will not deny enrollment on the basis of race, ethnicity, national origin, gender, or disability, the Applicant should note that the signed Statement of Assurance also bars the school from discriminating on the basis of religion, or academic or athletic eligibility.</p> <p>See the following statement under Alternative Education "All T ASD alternative education students will be eligible for admission to the Washington Academy." Explain which students are considered alternative education students.</p> <p><i>Washington 4A has been the secondary non-punitive alternative learning environment for the Texarkana Arkansas School District. Washington Academy will be the secondary school of choice for those students desiring an alternative to the traditional educational setting.</i></p> <p>Confirm the enrollment cap requested. The cover says 120 students, but text states, "The total number of students enrolled in the school will not exceed 160 students without formally amending this charter."</p> <p><i>The first year 2013 - 14 enrollment cap will be 120 students, but the enrollment cap for year five 2017 - 18 will be 160 students.</i></p>		

**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	
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		
<p>State the qualifications for each of the following positions, for which the board cannot substitute alternatives: principal, counselor, instructional facilitator, teacher, media specialist, and nurse.</p>		
<p>The qualifications for the Washington Academy principal, counselor, instructional facilitator, teacher, media specialist, and nurse, are listed in Attachments D 8.1 – D8.6 pages 23-28 of the application.</p>		
<p>Confirm that the counselor will be paid on the teacher schedule since the counselor will work 197 days or provide the salary scale for the counselor.</p>		
<p>The counselor will also serve as the assistant principal and will be on a 220 day contract and the salary schedule will be included at the end of this response. Attachment 1.1</p>		
<p>Confirm that the nurse will be paid on the teacher schedule since the nurse will work 197 days or provide the salary scale for the nurse.</p>		
<p>The nurse will be employed on a 197day contract and will be paid according to the nurse salary schedule. Attachment 1.2</p>		
<p>Provide the salary scale for the principal as no salary scale for employees working 220 days was included.</p>		
<p>The Principal of Washington Academy salary schedule is the same as the Associate High School Principal which are 240 day contracts.</p>		
<p>Provide the salary scale for teachers working 190 days and explain which teachers will have 190-day contracts and which will have 197-day contracts.</p>		
<p>All teachers employed at Washington Academy will be on a 197 day contract. The 1/7 conference stipend is already added to the salary schedule.</p>		
<p>Provide the salary scale for the media specialist as no salary scale for employees working 190 days was included.</p>		

The media specialist will be paid on the teacher 197 day salary schedule.

Confirm whether the salary schedule on page 41 reflects the 1/7 increase due to loss of daily planning period.

The salary schedule reflects the 1/7 increase due to loss of daily planning period.

### ***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.

<b>Does Not Meet the Standard</b>	<b>Partially Meets the Standard</b>	<b>Meets the Standard</b>
	X	
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		
Explain the "non-formal program" for gifted and talented students that "will be integrated into the classes." <i>The non-formal program for gifted and talented will be integrated through the college credit courses to allow those students to use their creativity and giftedness.</i>		
Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners. <i>The Texarkana Arkansas School District employs an English Learner Coordinator who will provide services as needed.</i>		



***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
<b>Strengths</b>		
<b>Concerns and Additional Questions</b>		

***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

<b>Strengths</b>	<b>Reference</b>
<b>Concerns and Additional Questions</b>	<b>Reference</b>

## 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.) Ark. Code Ann. § 6-10-106 ("Uniform dates for beginning and end of school year"): Because the Applicant's proposed calendar reflects starting and ending dates consistent with the statute, the Applicant should explain further why this waiver is necessary and how the Applicant's plan is not consistent with this statute. Unless the Applicant indicates a specific rationale for waiving this statute, no waiver will be granted.  
**No waiver needed.**
- b.) Ark. Code Ann. § 6-16-102 ("School day"); Standard 10.01.4 of the Standards for Accreditation: The Applicant should review whether waiver of Ark. Code Ann. § 6-18-211 ("Mandatory attendance for students in grades nine through twelve") is necessary to implement its educational plan.  
**No waiver needed.**
- c.) Standard 14.03 of the Standards for Accreditation (regarding required clock hours for awarding course credit): The Applicant requests waiver of this Standard, yet page six of the Application asserts the Applicant will meet the clock-hour requirements of this Standard. The Applicant should clarify this discrepancy and explain how or whether it intends to satisfy Standard 14.03; particularly since its proposed class time (3 subjects in 61 minutes for 178 days) leaves so little room for error with regards to the required 120 hours. The Applicant should note that 60 hours is sufficient only for a one-half unit of credit.  
**No waiver needed.**
- d.) Ark. Code Ann. §§ 6-42-101 and 6-20-2208(6); Standard 18.0 of the Standards for Accreditation (regarding gifted and talented education): It is presumed that the statutory references are intended to reference §§ 6-42-101 et seq. and 6-20-2208(c)(6). To effectuate this waiver request, the Applicant must also request waiver of ADE Rules Governing Gifted and Talented Program Approval Standards.  
**Integrate gifted and talented program in college classes.**
- e.) "Certified Staff Salary Schedules": It is not clear from this statement what specific waiver is being sought. The Applicant should clearly identify the specific law or regulation from which it seeks waiver, and the rationale for the waiver.  
**No waiver needed.**

2. Waivers Not Requested:
- a.) The Applicant has expressed its intent to seek alternative learning environment (ALE) state categorical funding for its students. The Applicant should carefully review section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding, to determine what, if any, additional waivers may be necessary. These rules potentially impact several components of the proposed Application, including the plans for student assignment, staffing, and computer-based instruction.

**Concerns and Additional Questions**

***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**

**Concerns and Additional Questions**

***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**

**Concerns and Additional Questions**

### ***ADDITIONAL COMMENTS:***

Provide the proposed daily schedule for students.

Proposed daily bell Schedule on page 3.1

### **FINANCIAL/BUDGET COMMENTS**

Partially Meets Standards

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

The applicant only provides salary schedules for the Associate High School Principal and teachers. No other salary.

The applicant should clarify how calculation of Title I and ALE revenue for year 1 and year 2. Pgs. 32 & 36

The applicant should clarify no allocated budgeted share of costs to the charter in the areas of GT, Health Services, Media Services, Fiscal Services, Transportation, Food Services, Data Processing, and Maintenance & Operation for both years.  
Pgs. 32-39

The applicant does not include budgeted amounts for utilities, property or content insurance Pgs. 35 & 39

All students will not be ALE students therefore all classroom teachers are not eligible to be paid from ALE funds.

Budget should be resubmitted.