



## **AGENDA**

### **CHARTER AUTHORIZING PANEL**

October 18, 2018

Arkansas Department of Education

ADE Auditorium

8:30 AM

#### **I. Consent Agenda**

- |                          |   |
|--------------------------|---|
| 1. Minutes               | 4 |
| Presenter: Freddie Scott |   |

#### **II. Action Agenda**

- |   |     |
|---|-----|
| 1. Request for Charter School Amendments: Standards for Accreditation   | 6   |
| On July 1, 2018, new Standards for Accreditation became effective, necessitating a transition in waivers from the previous Standards for Accreditation. ADE staff is requesting an approval of the transition of these waivers on behalf of several charter schools.  |     |
| Presenter: Alexandra Boyd   |     |
| a. District Conversion Charters   | 26  |
| b. Open-Enrollment Charters   | 67  |
| c. Request for Open-Enrollment Charter School Amendment: Haas Hall Academy of Bentonville   | 141 |
| On July 1, 2018, new Standards for Accreditation became effective, necessitating a transition in waivers from the previous Standards for Accreditation. Representatives of Haas Hall Academy of Bentonville are appearing before the Panel, requesting a waiver of Section 1-A.1.3.8, Health and Safety Education and Physical Education - 1 ½ units. |     |
| Presenter: Alexandra Boyd   |     |
| 2. Request for Open-Enrollment Charter School Amendment: KIPP Delta Public Schools  | 142 |



On March 11, 2002, the State Board of Education approved the application for KIPP Delta Pubic Schools. The charter is approved to serve students in grades K-12 with a maximum enrollment of 2,600. Representatives of KIPP Delta Public School are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

3. Request for Open-Enrollment Charter School Amendment: The Excel Center 177

On October 19, 2016, the Charter Authorizing Panel approved the application for The Excel Center. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 125.

Representatives of The Excel Center are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

4. Request for Open Enrollment Charter School Amendment: Northwest Arkansas Classical Academy 183

On November 1, 2012, the Charter Authorizing Panel approved the application for Northwest Arkansas Classical Academy. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,200. Representatives of Northwest Arkansas Classical Academy are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Alexandra Boyd

5. Request for District Conversion Charter School: Hope Collegiate and Professions Academy 232

Hope Collegiate and Professions Academy is a proposed district conversion public charter school in the Hope School District. The applicant is requesting to serve students in grades 10-12 with a maximum enrollment of 150. ADE staff reviewed the application, and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.



Presenter: Kelly McLaughlin



**Minutes  
Charter Authorizing Panel  
September 19, 2018**

The Charter Authorizing Panel met on Wednesday, September 19, 2018, in the auditorium of the Arkansas Department of Education. Dr. Ivy Pfeffer, chair, called the meeting to order at 8:40 AM.

Present: Dr. Ivy Pfeffer, chair; Remote via teleconference: Dr. Mike Hernandez; Dr. Angela Kremers; Toyce Newton, Dr. Naccaman Williams; Mike Wilson

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2018>

Dr. Pfeffer introduced the members of the Panel and welcomed all in attendance.

Dr. Pfeffer provided the audience with instructions pertinent to the proceedings.

**Consent Agenda**

It was moved by Mr. Wilson, seconded by Dr. Williams and carried unanimously to approve the consent agenda.

Item included in the Consent Agenda:

1. CAP Minutes - August 15, 2018
2. CAP Minutes – August 16, 2018

**Action Agenda**

Staff Attorney Mary Claire Hyatt provided the Panel with directions for the proceedings. She also explained the public voting procedures to the Panel and the audience.

**A-1 Request for District Conversion Public Charter School Amendments: Standards for Accreditation**

Staff Attorney Mary Claire Hyatt provided an update of the transition process on waivers from previous Standards for Accreditation. Attorney Hyatt also represented ADE staff requests for approval of the transition of these waivers on behalf of the following District Conversion charter schools: Cabot ACE, Cross County Elementary, Cross County High School, Don Tyson School of Innovation, Fayetteville Virtual Academy, Hot Springs High School, Hot Springs Junior Academy, Lincoln High School, Mountain Home High School, Polk County Virtual Academy, River Valley Virtual Academy, and the Academies of West Memphis.



A question and answer period followed.

It was moved by Mr. Wilson, seconded by Dr. Kremers, and carried on a unanimous vote to approve the request.

### **Adjournment**

It was moved by Dr. Williams, seconded by Dr. Kremers, and carried unanimously to adjourn. The meeting adjourned at 9:02 AM.

*Minutes recorded by Freddie Scott*

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Dr. Ivy Pfeffer, Charter Authorizing Panel Chair



**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS  
PUBLIC SCHOOLS AND SCHOOL DISTRICTS  
July 2018**

**1.00 REGULATORY AUTHORITY**

- 1.01 These rules shall be known as the Arkansas Department of Education (“ADE” or “Department”) Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-202, 6-15-203, 6-15-207, 6-15-209, and 25-15-201 et seq.

**2.00 PURPOSE**

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas to all public schools and public school districts and to apply the Standards for Accreditation to all public schools and public school districts for the purpose of determining accreditation of the school and district.
- 2.02 These rules describe the minimum requirements and process whereby Arkansas public schools and public school districts are accredited, the process whereby Arkansas public schools and public school districts will be cited or placed in probationary status for failure to meet the Standards for Accreditation, and to set forth the enforcement actions that may be applied to Arkansas public schools and public school districts that fail to meet the Standards for Accreditation.

**3.00 DEFINITIONS –** For purposes of these Rules, the following terms mean:

- 3.01 “Accredited - Cited” means the status assigned to a public school or public school district that fails to meet any Standard identified by a “C” as being a cited violation in these rules.
- 3.02 “Enforcement action” means the intervention of the State to require compliance of a public school or a public school district that fails to meet the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.03 "Accredited - Probation" means the status assigned to a public school or public school district that fails to meet any Standard identified by a “P” as being a probationary violation in these rules or fails to correct a violation by the specified deadline for which it acquired cited status.
- 3.04 "Public school" means:
  - 3.04.1 A school operated by a public school district; or



3.04.2 An open-enrollment public charter school, as defined in Ark. Code Ann. § 6-23-103.

3.05 “Public school district” means:

3.05.1 A geographic area that qualifies as a taxing unit for purposes of ad valorem property taxes under Ark. Code Ann. § 26-1-101 et seq. and Arkansas Constitution, Article 14, § 3, and is either:

3.05.1.1 Governed by an elected board of directors; or

3.05.1.2 Under the administrative control of the State Board or the Commissioner of Education in place of an elected board of directors; or

3.05.2 An open-enrollment public charter school, as defined in Ark. Code Ann. § 6-23-103.

3.06 “Standards for Accreditation” means the series of requirements that specify what a public school or public school district shall meet in order to be fully accredited by the Arkansas Department of Education.

3.07 “Written curriculum” includes identified sequences of student learning expectations, pacing, materials and resources used to teach the Arkansas Academic Standards and processes for evaluating mastery of the standards at particular points in time throughout the K–12 educational program.

#### **4.00 BI-ANNUAL REVIEW AND APPROVAL OF THE STANDARDS FOR ACCREDITATION**

The Department is responsible for the development of the Standards for Accreditation and shall review these standards every two years to ensure alignment with the laws of the State of Arkansas and the rules of the Department.

The review process shall include:

4.01 Public notice of the intent to review the Standards. Public notice may include notice of intent provided at a State Board meeting, on the Department website, by Commissioner’s Memo, or Department social media;

4.02 Organization of a committee consisting of Arkansas educators, administrators, and other stakeholders to review and provide feedback to Department staff regarding the Standards for Accreditation, particularly those found to have the most violations or in conflict with state law or rules;



- 4.03 Revision, as needed, of the Standards for Accreditation by Department staff;
- 4.04 Submission of the revised Standards for Accreditation for review by the State Board of Education;
- 4.05 Submission to the Senate and House Education Committees for review and feedback to the State Board of Education; and
- 4.06 Review of the Senate and House Education Committee feedback and submission to the Board for approval of the Standards for Accreditation.

## **5.00 CITED STATUS**

- 5.01 A public school district shall be assigned Accredited – Cited status when it is deemed to have failed to meet any standard defined with a district cited status (“*D/C*”) in the Standards for Accreditation.
- 5.02 A public school shall be assigned Accredited – Cited status when it is deemed to have failed to meet any standard defined with a school cited status (“*S/C*”) in the Standards for Accreditation.
- 5.03 No public school or public school district shall maintain Accredited – Cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the Accredited – Cited status is assigned, unless provided otherwise in these rules.
- 5.04 Any public school or public school district that fails to remedy itself from Accredited – Cited status for violation of a particular standard after two (2) consecutive school years shall be assigned Accredited – Probation status.

## **6.00 PROBATIONARY STATUS**

- 6.01 A public school district shall be assigned Accredited – Probation status when it is deemed to have failed to meet any standard defined with a district probationary status (“*D/P*”) in the Standards for Accreditation or was in Accredited – Cited status for the same violation the previous two (2) consecutive school years.
- 6.02 A public school shall be assigned Accredited – Probation status when it is deemed to have failed to meet any standard defined with a school probationary status (“*S/P*”) in the Standards for Accreditation or was in Accredited – Cited status for the same violation the previous two (2) consecutive school years.
- 6.03 No public school or public school district shall maintain Accredited – Probation status for violation of any standard for more than two (2) consecutive school years including the year the Accredited – Probation status is assigned.



- 6.04 Any public school or public school district that fails to remedy itself from Accredited – Probation status after the two (2) consecutive school years will be subject to mandates of Ark. Code Ann. § 6-15-207 and Section 9.00 of these Rules.

## **7.00 ACCREDITATION OF PUBLIC SCHOOLS AND PUBLIC SCHOOL DISTRICTS**

- 7.01 A public school or public school district shall be accredited based on compliance with the Standards for Accreditation and shall be identified as Accredited.
- 7.02 A material and substantial failure to comply with any state or federal law, rule, or regulation that interferes with a public school or public school district's obligation to provide a general, suitable and efficient education may result in a recommendation of Accredited – Cited or Accredited – Probation status.
- 7.03 Any person who knowingly submits or falsifies information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

### **7.04 ACCREDITATION PROCESS**

7.04.1 The Department shall annually review all public school and public school district accreditation reports.

7.04.2 The Department shall:

7.04.2.1 Investigate any suspected deficiencies in meeting the Standards for Accreditation.

7.04.2.2 Investigate all written complaints charging violations of the Standards for Accreditation received by the Department.

7.04.2.3 Conduct additional review of public schools and public school districts identified as being at risk of failing to meet the Standards for Accreditation.

7.04.2.4 Conduct an on-site review of public schools and public school districts whenever the Department or State Board of Education deems necessary.

7.04.3 At any time, a public school or public school district which does not meet the Standards for Accreditation, as determined by the Department, shall be notified in writing of the deficiency and the timeline for correction. Any deficiency unresolved shall be reported to the State Board of Education for consideration of action.



7.04.4 By May 1, the Department shall notify the public school district superintendent of the public schools or public school districts recommended accreditation status.

7.04.5 The State Board of Education will review the recommendation from the Department and make the final determination of accreditation status for the identified public schools or public school districts as outlined in Section 8.0 of these rules.

7.04.6 Public schools and public school districts classified as Accredited – Probation for more than two (2) consecutive school years shall be subject to enforcement actions pursuant to Ark. Code Ann. § 6-15-207 and Section 9.00 of these Rules.

## **8.00 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS**

8.01 A public school or public school district may be placed in Accredited – Cited or Accredited – Probation status if any violation of the Standards for Accreditation has not been corrected or the appropriate documentation detailing the public school or public school district's plan, including necessary timelines, to correct the deficiency is not received by the Department within thirty (30) days of notification of the violation or by May 15, whichever occurs first.

8.02 The Department will review the submitted documentation and respond in writing with the length of time that will be allowed for correction of the deficiency. The time to correct the deficiency shall not exceed ninety (90) days or beyond the last day of student contact for the school year, whichever occurs first.

8.03 The recommended accreditation status will be submitted to the State Board of Education for final approval.

8.04 After approval by the State Board of Education, the public school or public school district will be identified as Accredited - Cited or Accredited - Probation which shall be considered the first year of identification. The identification will remain in place for the following school year which shall be considered the second year of identification.

## **9.00 ENFORCEMENT OF STANDARDS FOR ACCREDITATION**

9.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in Section 9.03, to address a public school or public school district which has failed to meet the Standards for Accreditation at any time after a public school or public school district has received notice of being placed in Accredited – Probation status pursuant to Section 7.04.4 of these rules. The Department shall petition the State Board of Education for enforcement action as allowed by these rules when a public



school or public school district has failed to remedy all probationary violations within the specified time period for correction.

- 9.02 The State Board of Education shall take at least one of the actions listed in Section 9.03 to address any public school or public school district that has failed to meet the Standards for Accreditation for two (2) consecutive school years including the year the Accredited – Probation status was issued, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the public school or public school district could not meet the current Standards in the required time period due to impossibility caused by external forces beyond the public school or public school district's control.
- 9.03 The State Board of Education shall be allowed to take the following actions to address any public school or public school district on Accredited – Probation status for failing to meet the Standards for Accreditation:
  - 9.03.1 Require a public school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school or public school district;
  - 9.03.2 Require a public school or public school district to institute and fully implement a curriculum that is aligned to the Arkansas Academic Standards, including providing appropriate professional development at the cost of the public school district;
  - 9.03.3 Remove a particular public school from the jurisdiction of a public school district and establish alternative public governance and supervision of such school or schools;
  - 9.03.4 Require a public school district to close down or dissolve a particular public school or schools within a public school district;
  - 9.03.5 Annex a public school district or districts or parts thereof with another receiving public school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.;
  - 9.03.6 Consolidate a public school district or districts or parts thereof with another public school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.;
  - 9.03.7 Reconstitute the leadership of a public school district by removing permanently or suspending on a temporary basis the superintendent of the public school district or any particular board members of a public school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to



administer the affairs and provide governance of the public school district, or both;

9.03.8 Designate the public school or public school district as being Accredited – Corrective Action; or

9.03.9 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a public school or public school district failing to meet the Standards for Accreditation.

## **10.00 RIGHT OF APPEAL**

In the event a public school or public school district believes the Department has improperly determined that any public school or public school district has failed to meet the Standards for Accreditation, the public school district shall have a right to file its written appeal with the office of the Commissioner of Education.

10.01 Any appeal shall be held at an open hearing, and the decision of the State Board of Education shall be in open session. The appeal must be filed no later than May 15 following the May 1 written notification, and the State Board of Education hearing must be held prior to June 30 of the same calendar year.

10.02 The following procedures shall apply to State Board of Education hearings in which the public school district believes the Department improperly determined that the public school or public school district failed to meet the Standards for Accreditation:

10.02.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

10.02.2 The Department shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.

10.02.3 The appealing public school district shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.

10.02.4 The State Board may pose questions to any party at any time during the hearing.

10.02.5 The State Board shall then discuss, deliberate, and vote upon the matter.

10.02.6 If deemed necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all



discussions, deliberations, and votes upon the matter take place at a public hearing.

10.02.7 The State Board shall issue a written order concerning the matter.

10.03 The State Board of Education may approve the classification of the public school or public school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.

10.04 Pursuant to Ark. Code Ann. § 6-15-203, an appeal from the ruling of the State Board of Education may be made by a public school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

## **11.00 WAIVER AUTHORITY AND PROCESS**

11.01 Except as provided by Ark. Code Ann. § 6-15-202(b)(2), the State Board of Education on its own motion, or on petition from the Department or from a district, may, upon a showing of just cause in a public hearing of the State Board of Education, grant a waiver of any Standard for Accreditation for no longer than one (1) school year. However, no curricula, student performance, school performance, or any standard required by law may be waived for any time period.

11.01.1 A petition for waiver of any Standard for Accreditation by a public school district shall be filed in the Office of the Commissioner of Education thirty (30) calendar days prior to the meeting of the State Board of Education hearing the waiver petition, or no later than April 20, whichever occurs first.

11.01.2 A hearing of the State Board of Education concerning a waiver of any Standard for Accreditation shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accordance with Arkansas law no later than May 20.

11.02 A waiver of any Standard for Accreditation approved by the State Board of Education shall only apply to the school year in which it was granted. The approved waiver shall not apply to the next school year.

## **12.00 NOTIFICATION TO THE PUBLIC**

When any public school or a public school district is determined by the State Board of Education to be in Accredited – Probation or Accredited – Corrective Action status for failure to meet the Standards for Accreditation, the public school district, after exhausting its rights to appeal, shall publish the accreditation status determination and findings of the State Board of Education to the public and the parents or guardians of each student enrolled in the public school or public school district determined to have failed to meet the Standards for Accreditation.



- 12.01 The public notice shall be in an understandable and uniform format;
- 12.02 Immediately after the State Board of Education's determination, the public notice shall be published or disseminated:
  - 12.02.1 On the website of the public school district; and
  - 12.02.2 Published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected public school district.
- 12.03 Documentation of the publication shall be posted on the district website under State – Required Information until the State Board of Education removes the status.



## **APPENDIX A - THE STANDARDS FOR ACCREDITATION**

### **Standard 1: Academics**

The academic system of a public school district ensures all students have access to a guaranteed viable curriculum aligned to the Arkansas Academic Standards for all academic areas.

#### **Standard 1-A Curriculum and Instruction**

1-A.1 Each public school district board of directors shall annually adopt and implement written curriculum aligned to the Arkansas Academic Standards for the operation of the school district in accordance with the laws of the State of Arkansas and the rules of the Department. Reading, writing, speaking, and personal success skills shall be incorporated into all curriculum areas. *(D/C)*

1-A.1.1 For Grades K-4, all students shall receive instruction annually in each of the following content areas *(S/P)*:

- 1-A.1.1.1 English Language Arts;
- 1-A.1.1.2 Mathematics;
- 1-A.1.1.3 Social Studies;
- 1-A.1.1.4 Science;
- 1-A.1.1.5 Fine Arts; and
- 1-A.1.1.6 Health and Safety Education and Physical Education.

1-A.1.2 For Grades 5-8, all students shall receive instruction annually in each of the following content areas *(S/P)*:

- 1-A.1.2.1 English Language Arts;
- 1-A.1.2.2 Mathematics;
- 1-A.1.2.3 Science;
- 1-A.1.2.4 Social Studies;
- 1-A.1.2.5 Physical Education;
- 1-A.1.2.6 Fine Arts;
- 1-A.1.2.7 Health and Safety; and
- 1-A.1.2.8 Career and Technical Education.

1-A.1.2.9 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every elementary school in the state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in the state. *(S/P)*

1-A.1.2.10 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall



have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be licensed, or teaching under an approved waiver, in the course taught with students participating in appropriate examinations. *(S/P)*

1-A.1.3 For Grades 9-12, the following content areas shall be offered annually for a total of 38 units, except as otherwise allowed by law and these rules *(S/P)*:

1-A.1.3.1 English Language Arts - 6 units;

1-A.1.3.2 Science - 5 units;

1-A.1.3.3 Mathematics - 6 units;

1-A.1.3.4 Computer Science - 1 unit;

1-A.1.3.5 Foreign Languages - 2 units of the same language;

1-A.1.3.6 Fine Arts - 3 ½ units;

1-A.1.3.7 Social Studies - 4 units;

1-A.1.3.8 Health and Safety Education and Physical Education - 1 ½ units;  
and

1-A.1.3.9 Career and Technical Education - 9 units of sequenced career and technical education courses representing three (3) occupational areas.

1-A.1.3.10 Courses offerings shall include advanced educational courses in accordance with the laws of the State of Arkansas and the rules of the Department. *(S/P)*

1-A.1.3.11 Beginning with the freshman class of 2017-2018, all students must earn credit in a course that has personal and family finance standards. *(S/P)*

1-A.1.4 Following the Course Approval Process, a public school may request to combine or embed the Arkansas Academic Standards from two (2) separate courses into one (1) combined course. The public school must continue to teach the Arkansas Academic Standards for each separate course that is combined. *(S/P)*

1-A.2 A unit of credit shall be awarded for a course which meets for a minimum of 120 clock hours unless the public school district awards units of credit based on subject matter competency in compliance with the public school district's approved plan under Ark. Code Ann. § 6-15-216. *(S/P)*

1-A.3 Each public school district shall ensure that all required courses are taught in accordance with the laws of the State of Arkansas and the rules of the Department. A list of the required courses approved by the State Board of Education is posted annually on the Department website. *(D/P)*



- 1-A.4 Each public school district superintendent shall submit a signed statement of assurance to the Department verifying that the public school district has established procedures and monitoring processes to ensure that the content of each course offered by the district is consistent with the Arkansas Academic Standards. *(D/C)*
- 1-A.5 Each public school district shall adopt a school calendar and provide planned instruction per day in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
  - 1-A.5.1 Each public school shall provide a minimum of 178 days of student-teacher interaction time. *(S/P)*
  - 1-A.5.2 Except where otherwise allowed by law, each public school shall provide a planned instructional day that averages no less than six (6) hours per day or thirty (30) hours per week. Any day in which fewer than six (6) hours of instructional time is provided to students shall be counted as one-half (1/2) of a school day if at least three (3) hours of instructional time is provided to students. Any day in which fewer than three (3) hours of instructional time is provided to students shall not be counted as part of a school day. *(S/P)*
- 1-A.6 Each public school district shall comply with the laws of the State of Arkansas and the rules of the Department regarding class size and teaching load. *(D-S/P)*
- 1-A.7 Each public school district shall adopt instructional material consistent with the public school district's curriculum and the Arkansas Academic Standards and educational goals established by the State Board of Education in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/P)*
- 1-A.8 Each public school district superintendent shall submit a signed statement of assurance to the Department verifying that the district is providing all necessary instructional materials to each student without cost to the student. *(D/P)*

## **Standard 1-B Academic Policies**

- 1-B.1 Each public school district shall engage parents, staff, and students in the adoption or review of the written discipline policies, including a code of student behavior, in accordance with the laws of the State of Arkansas and the rules of the Department. The public school district shall notify the parent(s) or guardian and students of the rules and procedures by which the school is governed and require a signed acknowledgement from the parent(s) or guardian that they have received the school's discipline policies. *(D/C)*
- 1-B.2 Annually by August 1, each public school district shall post its written discipline policies on the district website under State – Required Information. *(D/C)*



- 1-B.3 Each public school district shall comply with the laws of the State of Arkansas and the rules of the Department regarding nutrition and physical activity standards. *(D/C)*
- 1-B.4 Each public school district shall comply with any requirements of the Arkansas Educational Support and Accountability Act placed on the public school or public school district. *(D-S/C-P)*

### **Standard 1-C Student Performance**

- 1-C.1 Each public school district must comply with the laws of the State of Arkansas and the rules of the Department regarding the statewide student assessment system. *(D-S/C-P)*
  - 1-C.1.1 Each public school shall assess at least 95% of its students on the annual statewide student assessment. *(S/C)*
  - 1-C.1.2 Selected public schools shall participate in any and all components of the National Assessment of Educational Progress (NAEP). *(S/C)*
- 1-C.2 Each public school district shall adopt graduation requirements in accordance with the laws of the State of Arkansas and the rules of the Department and include the graduation requirements in the student handbook. *(D/P)*
  - 1-C.2.1 Each public school district shall maintain accurate student records including graduation requirements. *(D/P)*
  - 1-C.2.2 For graduation, students must have acquired a minimum of twenty-two (22) units of credit as determined by the State Board of Education. *(S/P)*
  - 1-C.2.3 Beginning with 2018-2019, all students must pass the Arkansas civics exam with a score of at least 60% in order to graduate. This requirement shall not apply to those students exempt by law. *(S/P)*

### **Standard 2: Student Support Services**

The student support system of a public school district ensures that all students have equitable access to opportunities and supports to meet college, career and community readiness.

### **Standard 2-A Equitable Opportunities**

- 2-A.1 All policies and actions of a school district's board of directors shall be nondiscriminatory and shall be in accordance with state and federal laws and the rules of the Department. *(D/P)*



2-A.1.1 Each public school district shall file an accurate and timely Equity Compliance Report by October 15 of each year. *(D/P)*

2-A.3 The board of directors, administrators, and employees of a public school district shall not knowingly authorize the participation of students in events or activities held at a location where some students would be excluded or not given equal treatment because of the student's race, national origin, or ethnic background. *(D/P)*

### **Standard 2-B Attendance and Enrollment**

2-B.1 Each public school district board of directors shall adopt a student attendance policy and include the attendance policy in the student handbook. *(D/C)*

2-B.2 Each public school shall maintain accurate student attendance records in a format prescribed by the Department. *(D/P)*

2-B.3 Each public school shall not admit any student who has not been age-appropriately immunized as required by state and federal laws and rules. *(S/C)*

### **Standard 2-C Student Support Services Plan**

2-C.1 Each public school district shall develop and implement a written plan for providing student services to all students in the public school system in accordance with the laws of the State of Arkansas and the rules of the Department. By August 1, the written plan shall be posted on the district website under State – Required Information. *(D/C)*

2-C.2 Each public school district shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development. *(D/C)*

### **Standard 2-D Media Center for Student Support**

2-D.1 Each public school district shall annually budget and expend sufficient resources to purchase and maintain an appropriate balance of print, non-print, and electronic media that is adequate in quality and quantity to meet the academic standards for all students. *(D/C)*

### **Standard 2-E Health and Safety Services**

2-E.1 Each public school district shall provide a health services program under the direction of a licensed registered nurse in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*



- 2-E.2 Each public school and public school district shall maintain appropriate materials and expertise to reasonably ensure the safety of students, employees, and visitors. *(D-S/C-P)*

### **Standard 2-F Special Education Services**

- 2-F.1 All public school district personnel, teachers, and administrators must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., its implementing regulations at 34 C.F.R. Part 300, Ark. Code Ann. § 6-41-101 et seq., the laws of the State of Arkansas, and the rules of the Department. *(D/C-P)*
- 2-F.2 Each public school district shall offer a full continuum of special education services as required by the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq., its implementing regulations at 34 C.F.R. Part 300, Ark. Code Ann. § 6-41-101 et seq., the laws of the State of Arkansas, and the rules of the Department. *(D/C-P)*

### **Standard 2-G Gifted and Talented Services**

- 2-G.1 Each public school district shall provide gifted and talented services in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*

### **Standard 2-H Dyslexia Services**

- 2-H.1 Each public school district shall provide screening and intervention for dyslexia in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/P)*
- 2-H.2 Each public school district shall comply with the annual dyslexia reporting as required by Ark. Code Ann. § 6-41-606. *(D/P)*

### **Standard 2-I Alternative Education Services**

- 2-I.1 Each public school district shall provide appropriate alternative programs for students who are identified as requiring such programs to continue their education. *(D/C)*

### **Standard 2-J English Language Services**

- 2-J.1 Each school shall conduct a home language usage survey for each student upon the student's initial enrollment to identify students that need to be screened for English for Speakers of other Language Services. *(S/C)*
- 2-J.2 Each public school district shall offer a Language Instruction Educational Program for identified English Learners in accordance with the laws of the State of Arkansas and the rules of the Department. *(S/C)*



### **Standard 3: District Operations and Fiscal Governance**

The district operations and fiscal governance system of a public school district ensures alignment between resource allocation and meeting the needs of each student's academic success and well-being.

#### **Standard 3-A Operating Policies, Procedures, and Training**

- 3-A.1 Each public school district board of directors shall adopt and update written policies for the fiscal operation of the school district in accordance with the laws of the State of Arkansas and the rules of the Department. By August 1, the written policies shall be posted on the district website under State – Required Information. *(D/C)*
- 3-A.2 Each public school district shall adopt written personnel policies, including the teacher salary schedule. By August 1, the written policies shall be posted on the district website under State – Required Information. *(D/C)*
- 3-A.3 Each public school district shall submit accurate and timely reports deemed necessary to assure compliance with federal and state law and the rules of the Department, as requested. *(D/C)*
- 3-A.4 Each public school district shall ensure compliance with the financial accounting and reporting and annual training requirements required by the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 3-A.5 Each public school district shall employ a general business manager responsible for the fiscal operations of the school district. *(D/C)*
- 3-A.6 Each member of a public school district board of directors shall receive annual training in accordance with the laws of the State of Arkansas and the rules of the Department. A statement of the hours of training and instruction received by each board member for the preceding year shall be included in the annual school performance report required by the laws of the State of Arkansas. *(D/C)*
- 3-A.7 Each public school district superintendent shall file a written statement of assurance annually by October 1 in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 3-A.8 Except where otherwise allowed by law, each public school district shall comply with the Standards for Accreditation without using national school lunch categorical funds. *(D/C)*
- 3-A.9 By August 1, each public school district shall post all student handbooks on the district website under State – Required Information. *(D/C)*



3-A.10 Each public school district which has not obtained full and complete unitary status and has not been released from court supervised desegregation obligations shall seek to obtain a declaration of full and complete unitary status and release from all court supervision from the federal courts. *(D/P)*

3-A.10.1 Beginning September 15 of each year, any public school district identified in Section 3-A.10 shall submit written quarterly reports to the Department detailing the district's outstanding desegregation obligations and the district's efforts towards obtaining full unitary status and release from court supervision. The detailed plan shall include the district's progress towards meeting its obligations and timelines for reaching a determination of full unitary status and release from court supervision.

3-A.10.2 If the Department is unable to verify the public school district's efforts to comply with the submitted detailed plan required by these Rules, the Department shall recommend to the State Board of Education whether the public school district should be placed on Accredited – Probation status in accordance with these Rules.

### **Standard 3-B School-level Improvement Plans and Reporting**

3-B.1 Each public school in Arkansas shall develop, with appropriate staff and community participation, a school-level improvement plan. School goals shall be compatible with district, state and national educational goals and shall address local needs in accordance with the laws of the State of Arkansas and the rules of the Department. The school-level improvement plans must be approved by the district and school board and posted to the district website under State – Required Information by August 1. *(D/C)*

3-B.2 By October 15, each public school district board of directors shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program in accordance with the laws of the State of Arkansas and the rules of the Department. The report shall detail the progress of the district and schools toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. The report shall be made available to the public and the public shall be notified of the meeting. *(D/C)*

3-B.2.1 The annual report to the public shall be posted on the district website under State – Required Information no later than 10 days after the public meeting is held. *(D/C)*

### **Standard 3-C Maintenance of Records and Reports**



- 3-C.1 Each public school and public school district shall develop and implement a records retention policy that retains all reports and records necessary for effective planning, operation, and education in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 3-C.2 Each public school and public school district shall maintain permanent student records in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*

### **Standard 3-D Food Service**

- 3-D.1 Each public school district shall provide food services in accordance with federal and state laws and the rules of the Department. *(D/C)*

### **Standard 4: Human Capital**

The human capital system of a public school district ensures recruitment, retention, and development of effective educators and support personnel to meet the needs of the whole child.

### **Standard 4-A Background Checks**

- 4-A.1 Each public school district shall not employ personnel, whether licensed or non-licensed, who have not successfully completed background checks in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C-P)*

### **Standard 4-B Superintendent**

- 4-B.1 Each public school district shall employ a full-time superintendent to oversee all operations of the public school district. *(D/P)*
- 4-B.2 Each public school district superintendent shall meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department unless the public school district has an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*

### **Standard 4-C Principals**

- 4-C.1 Each public school shall employ at least a half-time principal. A full-time principal shall be employed when a public school's enrollment reaches three hundred (300). A public school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist. *(D/P)*



- 4.C-2 Each public school district shall employ public school principals that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department unless the public school district has an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*

#### **Standard 4-D Teachers**

- 4-D.1 Each public school district shall employ classroom teachers that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department or are teaching under an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 4-D.2 Each public school district shall not employ an individual, including as a substitute teacher whether directly employed by the school or through a teaching services contract, whose license has been suspended or revoked by the State Board of Education for a disqualifying offense or those, licensed or unlicensed individuals, who have been sanctioned for an ethical violation in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 4-D.3 Each public school district must comply with the Right to Read Act, codified in Ark. Code Ann. § 6-17-429, with regards to the hiring of teachers who demonstrate proficiency in knowledge and practices of scientific reading instruction. *(D/P)*

#### **Standard 4-E Guidance Counselors**

- 4-E.1 Each public school district shall employ guidance counselors that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department or are working under an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 4-E.2 Each public school district shall have a student/guidance counselor ratio of no more than one to 450 students. *(D/P)*

#### **Standard 4-F Library Media Specialists**

- 4-F.1 Each public school district shall employ library media specialists that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department or are working under an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department. *(D/C)*
- 4-F.2 Public schools with fewer than three hundred (300) students shall employ at least one half-time library media specialist. Public schools with three hundred (300) or more students shall employ at least one full-time library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ at least two full-time library media specialists. *(S/P)*



#### **Standard 4-G Professional Development**

- 4-G.1 Teachers and administrators must comply with the laws of the State of Arkansas and the rules of the Department regarding professional development. (*D-S/C*)
- 4-G.2 Each public school district shall provide professional development in scientific reading instruction in compliance with the Right to Read Act, codified in Ark. Code Ann. § 6-17-429. (*D/P*)

#### **Standard 5: Stakeholder Communication / Family and Community Engagement**

The stakeholder communication / family and community engagement system of a public school district ensures stakeholders are engaged in meaningful communication to provide an effective learning experience for each student.

#### **Standard 5-A Comprehensive Plan for Communication and Engagement**

- 5-A.1 Each public school district shall have a written plan for parent, family, and community engagement, including the scheduling of at least two (2) parent-teacher conferences each year, in accordance with the laws of the State of Arkansas and the rules of the Department. By October 1, the plan shall be posted on the district website under State – Required Information. (*D/C*)

#### **Standard 6: Facilities and Transportation**

The facilities and transportation system of a public school district ensures a quality learning environment for Arkansas students.

#### **Standard 6-A Facilities and Equipment**

- 6-A.1 Each public school district shall plan, construct, and maintain school facilities in accordance with federal laws, the laws of the State of Arkansas, and the rules of the Arkansas Division of Public School Academic Facilities and Transportation. (*D/C*)
- 6-A.2 Each public school districts shall adopt and implement school safety policies and procedures in accordance with the laws of the State of Arkansas and the rules of the Department. (*D/P*)





## Charter Amendment Request Form

**Charter Name:** Badger Academy

**LEA Number:** 7302703      **Phone Number:** 501-882-5463      **Submission Date:** 10/12/2018

**Charter Leader:** Chris Nail

**Email Address:** chris.nail@badger.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.5



**Waiver Topic: Credit Hours**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 24.05, 24.06

**Waiver Topic: Curriculum**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.3	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.9





## Charter Amendment Request Form

**Charter Name:** Bauxite Miner Academy

**LEA Number:** 6301703      **Phone Number:** 501-557-5453      **Submission Date:** 10/12/2018

**Charter Leader:** Matthew Donaghy

**Email Address:** donaghym@bauxiteminers.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.5

**Waiver Topic:** Flexible Schedule

#### Statute/Standard/Rule to be Waived



**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Credit Hours**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03





## Charter Amendment Request Form

**Charter Name:** Blytheville High School - A New Tech School

**LEA Number:** 4702706      **Phone Number:** 870-762-2772      **Submission Date:** 10/2/2018

**Charter Leader:** Matthew Swenson

**Email Address:** mswenson@blythevilleschools.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03



**Waiver Topic: Class Size and Teaching Load**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02.5

**Waiver Topic: Guidance and Counseling**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-E.2        |               |
| ● 4-E.1        |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.5.2      |               |
| ● 1-A.5        |               |
| ● 1-A.5.1      |               |
| ● 4-G.1        |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01

**Waiver Topic: Gifted and Talented**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |



## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic:** Curriculum

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### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.3        |               |

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.9





## Charter Amendment Request Form

**Charter Name:** Cave City High School

**LEA Number:** 6802703      **Phone Number:** 870-283-3333      **Submission Date:** 10/12/2018

**Charter Leader:** Vickie Green

**Email Address:** vgreen@cavecity.ncsc.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Library Media

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-F.1        |               |
| ● 4-F.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 16.02.3



**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Credit Hours**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03





## Charter Amendment Request Form

**Charter Name:** Farmington Career Academies

**LEA Number:** 7202703      **Phone Number:** 479-266-1859      **Submission Date:** 10/2/2018

**Charter Leader:** Bryan Law

**Email Address:** blaw@farmcards.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Principal

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.02



**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** Fayetteville Virtual Academy

**LEA Number:** 7203703      **Phone Number:** 479-444-3000      **Submission Date:** 9/13/2018

**Charter Leader:** John Colbert

**Email Address:** superintendent@fayar.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Health and Safety

### Statute/Standard/Rule to be Waived

#### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |

### Rationale for Waiver

Previously held waiver of Standards for Accreditation 16.03.





## Charter Amendment Request Form

**Charter Name:** Fountain Lake Charter High School

**LEA Number:** 2602703      **Phone Number:** 501-701-1706      **Submission Date:** 10/12/2018

**Charter Leader:** Michael Murphy

**Email Address:** mmurphy@flcobras.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic: Curriculum**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.3	
● 1-A.1.3.7	
● 1-A.1.3.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.1, 9.03.4.9

**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** Fountain Lake Middle School Cobra Digital Prep Academy

**LEA Number:** 2602702      **Phone Number:** 501-701-1730      **Submission Date:** 10/12/2018

**Charter Leader:** Michael Murphy

**Email Address:** mmurphy@flcobras.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.4, 10.02.5



**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.1.2.1	
● 1-A.1.2.6	
● 1-A.1.2.7	
● 1-A.1.2.8	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.3.1, 9.03.3.6, 9.03.3.7, 9.03.3.9





## Charter Amendment Request Form

**Charter Name:** Gentry High School

**LEA Number:** 0403703      **Phone Number:** 479-736-2253      **Submission Date:** 10/2/2018

**Charter Leader:** Terrie Metz

**Email Address:** tmetz@gentrypioneers.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Principal

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.02



**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** Harrisburg College & Career Preparatory School

**LEA Number:** 5602703      **Phone Number:** 870-578-2417      **Submission Date:** 10/2/2018

**Charter Leader:** Danny Sample

**Email Address:** dsample@hbgsd.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03



**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** Harrison High School

**LEA Number:** 0503000      **Phone Number:** 870-741-8223      **Submission Date:** 10/12/2018

**Charter Leader:** Stewart Pratt

**Email Address:** spratt@hps.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Flexible Schedule

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.5.2      |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** North Little Rock Center of Excellence

**LEA Number:** 6002703      **Phone Number:** 501-771-8010      **Submission Date:** 10/12/2018

**Charter Leader:** Bobby Acklin

**Email Address:** acklinb@nlrsd.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.5



**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.1	
● 4-F.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3

**Waiver Topic: Credit Hours**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic: Flexible Schedule**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4



**Waiver Topic: School Nurse**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	
● 6-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.1.3.9	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.11





## Charter Amendment Request Form

**Charter Name:** Osceola STEM Academy

**LEA Number:** 4713705      **Phone Number:** 870-563-2150      **Submission Date:** 10/12/2018

**Charter Leader:** Albert Hogan

**Email Address:** ahogan@osd1.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.4, 10.02.5



**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18.02

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.1.2.6	
● 1-A.1.2.7	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.3.6, 9.03.3.7

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-D.1	
● 4-F.1	
● 4-F.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02





## Charter Amendment Request Form

**Charter Name:** Prairie Grove High School

**LEA Number:** 7206703      **Phone Number:** 479-846-4212      **Submission Date:** 10/2/2018

**Charter Leader:** Ron Bond

**Email Address:** ron.bond@pgtigers.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03



**Waiver Topic: Flexible Schedule**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02.5





## Charter Amendment Request Form

**Charter Name:** River Valley Virtual Academy

**LEA Number:** 1705703      **Phone Number:** 479-471-3165      **Submission Date:** 9/13/2018

**Charter Leader:** Jennifer Feeny

**Email Address:** jennifer.feeny@vbsd.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Health and Safety

### Statute/Standard/Rule to be Waived

#### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |

### Rationale for Waiver

Previously held waiver of Standards for Accreditation 16.03.





## Charter Amendment Request Form

**Charter Name:** Rogers New Tech High School

**LEA Number:** 0405703      **Phone Number:** 479-631-3621      **Submission Date:** 10/8/2018

**Charter Leader:** Lance Arbuckle

**Email Address:** larbuckl@rps.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Library Media

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-F.1        |               |
| ● 4-F.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 16.02



**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02.5





## Charter Amendment Request Form

**Charter Name:** Siloam Springs High School

**LEA Number:** 0406703      **Phone Number:** 479-524-5134      **Submission Date:** 10/12/2018

**Charter Leader:** Kendall Ramey

**Email Address:** ken.ramey@sssd.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.5



**Waiver Topic: Flexible Schedule**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Credit Hours**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03





## Charter Amendment Request Form

**Charter Name:** Southside Charter High School

**LEA Number:** 3209703      **Phone Number:** 870-251-2662      **Submission Date:** 10/12/2018

**Charter Leader:** Roger Rich

**Email Address:** roger.rich@southsideschools.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.02, 15.03

**Waiver Topic:** Library Media

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-F.2        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 16.02.3



**Waiver Topic: Flexible Schedule**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.3	
● 1-A.1.3.1	
● 1-A.1.3.7	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.1, 9.03.4.9

**Waiver Topic: Credit Hours**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02.5





## Charter Amendment Request Form

**Charter Name:** Warren High School

**LEA Number:** 0602703      **Phone Number:** 870-226-6736      **Submission Date:** 10/12/2018

**Charter Leader:** Bryan Cornish

**Email Address:** bryan.cornish@warrensd.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.5

**Waiver Topic:** Gifted and Talented

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
|----------------|---------------|



- 2-G.1

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic:** Curriculum

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.3.8    |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.10





## Charter Amendment Request Form

**Charter Name:** Warren Middle School

**LEA Number:** 0602702      **Phone Number:** 870-226-8500      **Submission Date:** 10/12/2018

**Charter Leader:** Bryan Cornish

**Email Address:** bryan.cornish@warrensd.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02

**Waiver Topic:** Curriculum

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.2.5    |               |
| ● 1-A.1.2.6    |               |
| ● 1-A.1.2.8    |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 9.03.3.5, 9.03.3.6, 9.03.3.9

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived



### **Standards for Accreditation**

Section Number	Section Title
● 4-B.2	
● 4-D.1	
● 4-E.1	
● 4-F.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 15.03.2, 15.03.3





## Charter Amendment Request Form

**Charter Name:** Washington Academy

**LEA Number:** 4605703      **Phone Number:** 870-772-4792      **Submission Date:** 10/12/2018

**Charter Leader:** Becky Kesler

**Email Address:** becky.kesler@tasd7.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Flexible Schedule

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.5.2      |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** Academics Plus

**LEA Number:** 6040700      **Phone Number:** 501-851-3333      **Submission Date:** 10/12/2018

**Charter Leader:** Rob McGill

**Email Address:** rob.mcgill@academicsplus.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |
| ● 4-G.1        |               |



### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 15

#### **Waiver Topic: Class Size and Teaching Load**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02

#### **Waiver Topic: Guidance and Counseling**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

#### **Waiver Topic: Alternative Learning Environment**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19

#### **Waiver Topic: Health and Safety**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 2-E.1	



- 2-E.2
- 6-A.2

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic:** Gifted and Talented

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic:** Curriculum

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.2.8    |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.3.9





## Charter Amendment Request Form

**Charter Name:** Arkansas Arts Academy

**LEA Number:** 0440700      **Phone Number:** 479-636-2272      **Submission Date:** 10/12/2018

**Charter Leader:** Mary Ley

**Email Address:** mley@artsk12.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |
| ● 4-G.1        |               |



## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 15

**Waiver Topic: Student Services**

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 2-C.1	
● 2-C.2	
● 2-D.1	
● 4-F.2	
● 2-E.1	
● 2-E.2	
● 6-A.2	
● 4-E.1	
● 4-F.1	

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16

**Waiver Topic: Alternative Learning Environment**

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19

**Waiver Topic: Gifted and Talented**

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 2-G.1	



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18





## Charter Amendment Request Form

**Charter Name:** Arkansas Connections Academy

**LEA Number:** 0444700      **Phone Number:** 501-386-3367      **Submission Date:** 10/15/2018

**Charter Leader:** Darla Gardner

**Email Address:** DaGardner@arca.connectionsacademy.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-G.1        |               |



### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03, 15.04

#### **Waiver Topic: Class Size and Teaching Load**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02

#### **Waiver Topic: Guidance and Counseling**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

#### **Waiver Topic: Alternative Learning Environment**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

#### **Waiver Topic: Flexible Schedule**

---

##### **Statute/Standard/Rule to be Waived**

###### **Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	



- 1-A.5
- 5-A.1
- 4-G.1

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.3, 10.01.4

### **Waiver Topic: Health and Safety**

---

#### **Statute/Standard/Rule to be Waived**

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

### **Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

### **Waiver Topic: Reporting Requirements**

---

#### **Statute/Standard/Rule to be Waived**

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 3-B.2        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 7.02.2



**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.3        |               |
| ● 1-A.1.3      |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.1.2, 9.03.4





## Charter Amendment Request Form

**Charter Name:** Arkansas Virtual Academy

**LEA Number:** 6043700      **Phone Number:** 501-664-4225      **Submission Date:** 10/15/2018

**Charter Leader:** Scott Sides

**Email Address:** ssides@k12.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic: Guidance and Counseling**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	
● 2-C.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic: Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic: Flexible Schedule**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	
● 1-A.5	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Health and Safety**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	



- 6-A.2

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

### **Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

### **Waiver Topic: Curriculum**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.3        |               |
| ● 1-A.1.2.8    |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.1.2, 9.03.3.9

### **Waiver Topic: Library Media**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-F.2        |               |
| ● 2-D.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02





## Charter Amendment Request Form

**Charter Name:** Capital City Lighthouse

**LEA Number:** 6056700      **Phone Number:** 501-313-2901      **Submission Date:** 10/12/2018

**Charter Leader:** Lenisha Roberts

**Email Address:** lenisha.roberts@lha.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Alternative Learning Environment

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 19.03



**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02





## Charter Amendment Request Form

**Charter Name:** Covenant Keepers

**LEA Number:** 6044700      **Phone Number:** 501-682-7550      **Submission Date:** 10/15/2018

**Charter Leader:** Phong Tran

**Email Address:** ptran@friendshipus.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-G.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15

**Waiver Topic:** Guidance and Counseling

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-E.2        |               |
| ● 4-E.1        |               |



- 2-C.2

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic:** Health and Safety

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic:** Credit Hours

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03





## Charter Amendment Request Form

**Charter Name:** eStem Public Charter Schools

**LEA Number:** 6047700      **Phone Number:** 501-748-9205      **Submission Date:** 10/12/2018

**Charter Leader:** John Bacon

**Email Address:** jbacon@estemlr.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |
| ● 4-G.1        |               |



## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 15

**Waiver Topic: Student Services**

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 2-C.1	
● 2-C.2	
● 2-D.1	
● 4-F.2	
● 2-E.1	
● 2-E.2	
● 6-A.2	
● 4-E.1	
● 4-F.1	

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16

**Waiver Topic: Gifted and Talented**

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic: Class Size and Teaching Load**

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 1-A.6	



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02





## Charter Amendment Request Form

**Charter Name:** Exalt Academy of Southwest Little Rock

**LEA Number:** 6055700      **Phone Number:** 501-568-3279      **Submission Date:** 10/15/2018

**Charter Leader:** Tina Long

**Email Address:** tina.long@exaltacademies.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Guidance and Counseling

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-E.2        |               |
| ● 4-E.1        |               |
| ● 2-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 16.01



**Waiver Topic: Health and Safety**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	
● 6-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02

**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.1	
● 4-F.2	



### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3

**Waiver Topic:** Alternative Learning Environment

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03





## Charter Amendment Request Form

**Charter Name:** Friendship Aspire Academy Little Rock

**LEA Number:** 6061700      **Phone Number:** 870-395-7420      **Submission Date:** 10/12/2018

**Charter Leader:** Phong Tran

**Email Address:** ptran@friendshipusa.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic:   Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic:   Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18.01, 18.02, 18.03





## Charter Amendment Request Form

**Charter Name:** Friendship Aspire Academy Pine Bluff

**LEA Number:** 3544700      **Phone Number:** 870-395-7420      **Submission Date:** 10/12/2018

**Charter Leader:** Phong Tran

**Email Address:** ptran@friendshipusa.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic:   Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03





## Charter Amendment Request Form

**Charter Name:** Future School of Fort Smith

**LEA Number:** 6640700      **Phone Number:** 479-431-8695      **Submission Date:** 10/12/2018

**Charter Leader:** Boyd Logan

**Email Address:** Boyd Logan

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic: Guidance and Counseling**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	
● 2-C.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic: Health and Safety**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	
● 6-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.1.3.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.1

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.1	



- 4-F.2

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3





## Charter Amendment Request Form

**Charter Name:** Haas Hall Academy

**LEA Number:** 7240700      **Phone Number:** 479-966-4930      **Submission Date:** 10/12/2018

**Charter Leader:** Martin Schoppmeyer

**Email Address:** martinschoppmeyer@haashall.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-F.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03

**Waiver Topic:** Curriculum

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.2.9    |               |
| ● 1-A.1.2.10   |               |
| ● 1-A.1.3.10   |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 9.03.3.11, 9.03.3.12, 9.03.4.12



**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic: Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic: Student Services**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 3-D.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 21

**Waiver Topic: Health and Safety**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	
● 6-A.2	



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03





## Charter Amendment Request Form

**Charter Name:** Haas Hall Academy Bentonville

**LEA Number:** 0443700      **Phone Number:** 479-268-3424      **Submission Date:** 10/12/2018

**Charter Leader:** Martin Schoppmeyer

**Email Address:** martinschoppmeyer@haashall.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Gifted and Talented

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 18



**Waiver Topic:   Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic:   Student Services**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 3-D.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 21

**Waiver Topic:   Health and Safety**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	
● 6-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic:   Guidance and Counseling**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-C.1	
● 2-C.2	
● 4-E.1	



- 4-E.2

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic:**   **Advanced Placement**

---

**Statute/Standard/Rule to be Waived****Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.3.10   |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.12





## Charter Amendment Request Form

**Charter Name:** Imboden Area Charter School

**LEA Number:** 3840700      **Phone Number:** 870-869-3015      **Submission Date:** 10/12/2018

**Charter Leader:** Judy Warren

**Email Address:** jwarren@iacs.k12.ar.us

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Alternative Learning Environment

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 19.03



**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18





## Charter Amendment Request Form

**Charter Name:** Jacksonville Lighthouse

**LEA Number:** 6050700      **Phone Number:** 501-985-1228      **Submission Date:** 10/12/2018

**Charter Leader:** Lenisha Roberts

**Email Address:** lenisha.roberts@lha.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.2, 10.02.3, 10.02.4, 10.02.5



**Waiver Topic: Guidance and Counseling**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.1	
● 4-F.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3





## Charter Amendment Request Form

**Charter Name:** KIPP Delta

**LEA Number:** 5440700      **Phone Number:** 870-780-6333      **Submission Date:** 10/12/2018

**Charter Leader:** Scott Shirey

**Email Address:** scott.shirey@kipdelta.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-B.1        |               |
| ● 4-G.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |



### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02

**Waiver Topic: Alternative Learning Environment**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic: Curriculum**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
● 1-A.1.2.9	
● 1-A.3	
● 1-A.1.3	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03, 9.03.3.11

**Waiver Topic: Student Services**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
----------------	---------------



- 2-C.1
- 2-C.2
- 4-E.1
- 4-E.2
- 2-D.1
- 4-F.1
- 4-F.2
- 2-E.1
- 2-E.2
- 6-A.2

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16





## Charter Amendment Request Form

**Charter Name:** LISA Academy

**LEA Number:** 6041700      **Phone Number:** 501-227-4942      **Submission Date:** \_\_\_\_\_

**Charter Leader:** Fatih Bogrek

**Email Address:** fbogrek@lisaacademy.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.03



**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02.5

**Waiver Topic: Guidance and Counseling**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 2-C.2	
● 4-E.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.2	
● 4-F.1	
● 2-D.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3 and 16.02.4

**Waiver Topic: Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03





## Charter Amendment Request Form

**Charter Name:** Little Rock Preparatory Academy

**LEA Number:** 6049700      **Phone Number:** 501-683-3855      **Submission Date:** 10/15/2018

**Charter Leader:** Tina Long

**Email Address:** tina.long@lrprep.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03.1, 15.03.2

**Waiver Topic:** Guidance and Counseling

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-E.2        |               |
| ● 4-E.1        |               |



### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

**Waiver Topic: Health and Safety**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03.1

**Waiver Topic: Class Size and Teaching Load**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |
| ● 1-A.7        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02, 10.03

**Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18.01

**Waiver Topic: Library Media**

---

#### **Statute/Standard/Rule to be Waived**



### **Standards for Accreditation**

Section Number	Section Title
● 4-F.1	
● 4-F.2	
● 2-D.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3, 16.02.4

**Waiver Topic:** Curriculum

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 1-A.1.2.4	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.3.4





## Charter Amendment Request Form

**Charter Name:** Northwest Arkansas Classical Academy

**LEA Number:** 0442700      **Phone Number:** 479-715-6662      **Submission Date:** 10/15/2018

**Charter Leader:** Steven Gast

**Email Address:** sgast@responsived.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Student Services

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |



- 2-C.1
- 2-C.2
- 4-E.1
- 4-E.2
- 2-D.1
- 4-F.1
- 4-F.2
- 3-D.1

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16, 21

### **Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

### **Waiver Topic: Alternative Learning Environment**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03





## Charter Amendment Request Form

**Charter Name:** Ozark Montessori Academy

**LEA Number:** 7141700      **Phone Number:** 479-717-6464      **Submission Date:** 10/12/2018

**Charter Leader:** Barb Padgett

**Email Address:** bpadgett@ozarkma.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02.3



**Waiver Topic: Guidance and Counseling**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	
● 2-C.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic: Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-I.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.2	
● 4-F.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3

**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18





## Charter Amendment Request Form

**Charter Name:** Pine Bluff Lighthouse

**LEA Number:** 3541700      **Phone Number:** 870-534-0217      **Submission Date:** 10/12/2018

**Charter Leader:** Lenisha Roberts

**Email Address:** lenisha.roberts@lha.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.03.1, 15.03.2

**Waiver Topic:** Class Size and Teaching Load

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic: Library Media**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 4-F.1	
● 4.F.2	
● 2-D.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3, 16.02.4





## Charter Amendment Request Form

**Charter Name:** Premier

**LEA Number:** 6053700 **Phone Number:** 501-246-3161 **Submission Date:** 10/15/2018

**Charter Leader:** Steven Gast

**Email Address:** sgast@responsived.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Student Services

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |



- 2-C.1
- 2-C.2
- 4-E.1
- 4-E.2
- 2-D.1
- 4-F.1
- 4-F.2
- 3-D.1

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16, 21

### **Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

### **Waiver Topic: Alternative Learning Environment**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

### **Waiver Topic: Class Size and Teaching Load**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic: Credit Hours**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.3	
● 1-A.1.3	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4

**Waiver Topic: Flexible Schedule**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.5.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4





## Charter Amendment Request Form

**Charter Name:** Quest Academy

**LEA Number:** 6054700      **Phone Number:** 501-821-0382      **Submission Date:** 10/15/2018

**Charter Leader:** Steven Gast

**Email Address:** sgast@responsived.com

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Student Services

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-E.1        |               |
| ● 2-E.2        |               |
| ● 6-A.2        |               |



- 2-C.1
- 2-C.2
- 4-E.1
- 4-E.2
- 2-D.1
- 4-F.1
- 4-F.2
- 3-D.1

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16, 21

### **Waiver Topic: Gifted and Talented**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

### **Waiver Topic: Alternative Learning Environment**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

### **Waiver Topic: Class Size and Teaching Load**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.6        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.02



**Waiver Topic: Credit Hours**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.3	
● 1-A.1.3	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4





## Charter Amendment Request Form

**Charter Name:** Scholarmade Achievement Place

**LEA Number:** 6060700      **Phone Number:** 501-404-0012      **Submission Date:** 10/12/2018

**Charter Leader:** Phillis Nichols Anderson

**Email Address:** pnicholsanderson@scholarmade.net

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Guidance and Counseling

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-E.2        |               |
| ● 4-E.1        |               |



## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

**Waiver Topic:** Library Media

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-F.1        |               |
| ● 4.F.2        |               |

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02.3

**Waiver Topic:** Alternative Learning Environment

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic:** Curriculum

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.3      |               |

## **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.3

**Waiver Topic:** Credit Hours

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |



**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03





## Charter Amendment Request Form

**Charter Name:** SIATech

**LEA Number:** 6052700      **Phone Number:** 501-562-0395      **Submission Date:** 10/12/2018

**Charter Leader:** Katie Hatley

**Email Address:** katie.hatley@siatech.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |
| ● 4-G.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15

**Waiver Topic:** Guidance and Counseling

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-E.2        |               |
| ● 4-E.1        |               |



### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01.3

**Waiver Topic:** Library Media

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
● 2-D.1	
● 4-F.2	
● 4-F.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02

**Waiver Topic:** Gifted and Talented

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic:** Flexible Schedule

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
● 4-G.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.3

**Waiver Topic:** Health and Safety

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

Section Number	Section Title
----------------	---------------



- 2-E.1
- 2-E.2
- 6-A.2

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03.3

### **Waiver Topic: Curriculum**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.3        |               |
| ● 1-A.1.3      |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.1.2, 9.03.4

### **Waiver Topic: Advanced Placement**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.3.10   |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.12

### **Waiver Topic: Credit Hours**

---

#### **Statute/Standard/Rule to be Waived**

##### **Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 14.03





## Charter Amendment Request Form

**Charter Name:** Southeast Arkansas Preparatory High School

**LEA Number:** 3543700      **Phone Number:** 870-692-1708      **Submission Date:** 10/12/2018

**Charter Leader:** Pat Hart

**Email Address:** phart@saphs.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Teacher Licensure

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-D.1        |               |
| ● 4-E.1        |               |
| ● 4-F.1        |               |
| ● 4-B.1        |               |
| ● 4-C.1        |               |
| ● 4-C.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01, 15.02, 15.03

**Waiver Topic:** Alternative Learning Environment

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 19.03



**Waiver Topic: Health and Safety**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-E.1	
● 2-E.2	
● 6-A.2	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.03

**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 2-G.1	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18





## Charter Amendment Request Form

**Charter Name:** The Excel Center

**LEA Number:** 6053703      **Phone Number:** 501-372-5100      **Submission Date:** 9/26/2018

**Charter Leader:** Cindy Varner

**Email Address:** cvarner@goodwillar.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Credit Hours

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.2        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 14.03

**Waiver Topic:** Superintendent

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 4-B.2        |               |
| ● 4-B.1        |               |

#### Rationale for Waiver

Previously held a waiver of Standards for Accreditation 15.01

**Waiver Topic:** Principal

#### Statute/Standard/Rule to be Waived



### **Standards for Accreditation**

Section Number	Section Title
● 4-C.1	
● 4-C.2	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 15.02

**Waiver Topic:** Guidance and Counseling

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### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 4-E.2	
● 4-E.1	
● 2-C.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.01

**Waiver Topic:** Library Media

---

### **Statute/Standard/Rule to be Waived**

#### **Standards for Accreditation**

Section Number	Section Title
● 4-F.2	
● 4-F.1	
● 2-D.1	

### **Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 16.02



**Waiver Topic: Alternative Learning Environment**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-I.1        |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 19.03

**Waiver Topic: Flexible Schedule**

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**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.5.2      |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 10.01.4

**Waiver Topic: Gifted and Talented**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 2-G.1        |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 18

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.3.5    |               |

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.5



**Waiver Topic:   Advanced Placement**

---

**Statute/Standard/Rule to be Waived**

**Standards for Accreditation**

Section Number	Section Title
● 1-A.1.3.10	

**Rationale for Waiver**

Previously held a waiver of Standards for Accreditation 9.03.4.12





## Charter Amendment Request Form

**Charter Name:** Haas Hall Academy Bentonville

**LEA Number:** 0443700      **Phone Number:** 479-268-3424      **Submission Date:** 10/12/2018

**Charter Leader:** Martin Schoppmeyer

**Email Address:** martinschoppmeyer@haashall.org

### Type of Amendment Requested:

☒ **Waiver**

**Waiver Topic:** Curriculum

### Statute/Standard/Rule to be Waived

#### Standards for Accreditation

- | Section Number | Section Title |
|----------------|---------------|
| ● 1-A.1.3.8    |               |

### Rationale for Waiver



**KIPP DELTA PUBLIC SCHOOLS**  
SPONSORING ENTITY: KIPP DELTA, INC.

**MISSION STATEMENT**

The mission of KIPP Delta Public Schools is to create and support schools that empower students from underserved communities to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.

**CURRENT DATA**

Maximum Enrollment	2,600
Approved Grade Levels	K-12
Grades Served 2018-2019	K-12

**2017-2018 Enrollment by Race**

Two or More Races	5
Asian	11
Black	1198
Hispanic	23
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	75
<b>Total</b>	<b>1,313</b>

**2017-2018 Student Status Counts**

Migrant	0
LEP	3
Gifted & Talented	0
Special Education	154
Title I	1310
Source: District Cycle 4 Report	

**2017-2018 Enrollment by Grade**

Kindergarten	66
1st Grade	68
2nd Grade	80
3rd Grade	81
4th Grade	106
5th Grade	133
6th Grade	150
7th Grade	162
8th Grade	103
9th Grade	116
10th Grade	105
11th Grade	67
12th Grade	76

**2017-2018 Average Daily Attendance**

	Q1	Q2	Q3	Q4
ADA	426.64	431.41	438.50	432.46
ADM	445.65	457.67	464.11	464.00
%	95.73%	94.26%	94.48%	93.20%

**BACKGROUND**

Authorized March 11, 2002  
Contract Expiration June 30, 2023

**Amendment Request Considered and APPROVED**  
Relocate KIPP Delta campus

September 12, 2004



<b>Renewal Request</b> Renewed for 3 years Amendment denied - add grades 9-12 to KIPP Delta	March 14, 2005
<b>Amendment Request Considered and APPROVED</b> Addition of grades 9-12 to KIPP Delta and increase enrollment cap	April 9, 2007
<b>Renewal Request</b> Renewed for 5 years Amendment approved to waive the following: Standards for Accreditation 19.03 ADE Rules Governing Uniform Grading Scales	March 10, 2008
<b>Amendment Request Considered and APPROVED</b> Addition of K-4 to Helena	October 13, 2008
<b>Amendment Request Considered and APPROVED</b> Addition of Blytheville license	November 9, 2009
<b>Amendment Request Considered and APPROVED</b> Additional Waivers for the following: 6-13-619(a)(1) 6-15-902(a) 6-17-114 Remove Waivers for the following: 6-17-1001 6-17-1002	July 12, 2010
<b>Amendment Request Considered and APPROVED</b> Add 4th grade to Blytheville and relocate campus	May 14, 2012
<b>Renewal Request</b> Renewed for 10 years Amendment approved to waive the following: 6-13-109 6-13-601 et. seq. 6-15-1005(b)(5) 6-15-1603 6-17-201(c)(2) 6-17-309 6-17-427 6-17-2203 6-18-503(a)(1)(c)(i) 6-18-1001 et. seq. 6-20-2208(c)(6) 6-25-103 6-25-104	March 11, 2013



6-42-101 et. seq.

Standards for Accreditation 19.03

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher

ADE Rules Governing the Superintendent Mentoring Program

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Amendment approved - Add 3rd grade to Blytheville and increase enrollment by 90

**Amendment Request Considered and APPROVED**

November 20, 2013

Add 9-12 to Blytheville and increase enrollment

Waivers of 6-13-619 (c)(1)(A) and 6-15-902(c)(2)

Waiver of Section 4 of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program

Waiver of Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

**Amendment Request Considered and APPROVED**

February 13, 2014

Additional Waivers for the following:

6-13-635

6-17-1304

6-17-2205

Change to school day start time

**Amendment Request Considered and APPROVED**

November 13, 2014

Addition of Forrest City license

**Amendment Request Considered and APPROVED**

February 18, 2015

Change of address Forrest City campus

**Amendment Request Considered and APPROVED**

February 19, 2016

Change grades of Blytheville College Prep from 4-8 to 4-6

Change grades of Blytheville Collegiate High from 9-10 to 7-12

Establish new campus at 1124 West Moultrie Drive to be used for elementary

**Amendment Request Considered and APPROVED**

October 19, 2016

Relocate elementary campus from 215 Cherry Street to 1020 Plaza Street, West Helena

**Amendment Request Considered and APPROVED**

February 15, 2017

Change grade levels of KIPP Delta Elementary Literacy Academy from K-4 to K-5

Change grade levels of KIPP Delta College Prep from 5-8 to 6-8

Change address of KIPP Delata Collegiate High school from 320 Missouri St to 215 Cherry St



**Amendment Request Considered and APPROVED**

July 19, 2017

Add a new campus in Blytheville

Increase enrollment to 2,600

Add grades K-3 in Blytheville





## ARKANSAS DEPARTMENT OF EDUCATION

### Charter Amendment Request Form

**Charter Name:** KIPP Delta Public Schools  
**LEA Number:** 5440700 **Phone Number:** (870) 753-9035 **Submission Date:** 9/11/2018  
**Charter Leader:** Scotty Shirey  
**Email Address:** scott.shirey@kipdelta.org

#### Type of Amendment Requested:

- ☐ Add a new campus
- ☐ Relocate existing campus
- ☐ Increase enrollment cap
- ☐ Change grade levels served
- ☒ Waiver

**Waiver Topic:** ADE Rules Governing Distribution of Student Special Needs Funding

**Statute/Standard/Rule to be Waived**

#### ADE Rules

Section Number (if applicable)	Rule Title
● 6.07.1	ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

#### **Rationale for Waiver**

KIPP Delta Public Schools (KIPP) requests a waiver from Subsection 6.07.1 of the ADE Rules Governing the Distribution of Allowable Expenditures of Those Funds (Rules). The portion of the Rules cited above requires that Specialists/Coaches, Data Coaches, and School Improvement Specialists paid for with National School Lunch state categorical funding must possess a valid Arkansas teaching certificate. KIPP already possesses, and has possessed for many years, waivers from teacher licensure; these waivers were granted long before the Rules were amended in 2016 to add the teaching certificate requirement.



KIPP has used its teacher licensure waivers responsibly over the years, and has long provided the training and supports necessary to enable unlicensed teachers to deliver high-quality educational services to its under served student population. KIPP requests this waiver to allow it to use its NSL funds in an impactful way in improving its student educational experience.

☐ Other





# KIPP: DELTA PUBLIC SCHOOLS

415 Ohio Street  
Helena-West Helena  
Arkansas, 72342  
Phone: 870.753.9035  
Fax: 870.753.9440  
www.kippdelta.org

## RESOLUTION APPROVING Charter Waiver Request

Whereas the KIPP Delta Board of Directors met in a properly-called special board meeting on **September 11, 2018**.

Whereas 10 of 15 members were present via a conference call, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation from KIPP Delta Public Schools executive leadership to adopt a Resolution to waive section 6.07.01 of the Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

BE IT RESOLVED by the Board of Directors of KIPP Delta Public Schools held a vote and 10 of 10 members agreed to accept this recommendation.

I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Directors of KIPP Delta Public Schools at its special board meeting held on **September 11, 2018**.

*Lisa John-Adams*

Board Chair Signature

Lisa John-Adams

Board Chair Printed Name and Date

KIPP DELTA  
COMMUNITIES  
HELENA-WEST  
HELENA  
BLYTHEVILLE  
FORREST CITY



<b>Projected ADM (K-12):</b>	1386
<b>Approved KIPP Delta Operating Budget FY19</b>	<b>Estimated FY19 July</b>
<b>Revenue</b>	<b>\$19,965,329</b>
<b>Operating Expenses:</b>	
Salaries & Benefits Total	\$11,720,443
Staff Development & Associated Travel	\$390,985
Acknowledgement & Retention Activities	\$30,262
Interns, Stipends & TFA Fees	\$65,750
Staff Recruitment	\$32,834
<b>Total Staffing Expenses</b>	<b>\$12,240,274</b>
Textbooks & Core Curricula	\$140,974
Library Books & Supplemental Instructional Mat.	\$226,049
Testing & Exam Supplies	\$30,230
Classroom Materials & Supplies	\$123,028
Parental Involvement Act. (required 1% )	\$36,228
Special Education	\$177,011
Experienced Based Field Lessons	\$224,060
Student Activities	\$44,995
Student Uniforms	\$42,014
Student Recruitment	\$5,615
Athletics	\$66,920
Athletics Transportation	\$18,459
Music, Drama, & Art (w/ shuttle service)	\$49,819
Homeless Children (required)	\$1,641
Nursing & Wellness Services	\$15,863
<b>Total Student Services</b>	<b>\$1,202,906</b>
KIPP through College - Salaries	\$0
KIPP through College - Program	\$163,470
External Affairs - Salaries	\$346,868
External Affairs - Program	\$100,000
Custodial Services - Salaries	\$420,197
Custodial Services - Program	\$82,184
Student Transportation - Salaries	\$0
Student Transportation - Program	\$1
Child Nutrition - Salaries	\$0
Child Nutrition - Program	\$816,477
<b>Total Departments</b>	<b>\$1,929,197</b>
Office Expenses	\$233,070
Non-PD Travel Expenses	\$101,124
Other Operating Expenses	\$275,478
Professional Services	\$282,680
IT & Communications Support	\$493,884
Utilities	\$353,257
Insurance	\$265,178
Grounds	\$35,487
Maintenance	\$274,114
<b>Total Operating &amp; Professional Services</b>	<b>\$2,314,273</b>
Lease Payments	\$80,293
Debt Service	\$538,163
Fund Reserve	\$625,210
Rainy Day/Growth	\$0
All Other Assets Under \$1K	\$163,928
Fixed Assets	\$9,650
<b>Total Debt Service &amp; Assets</b>	<b>\$1,417,244</b>
<b>Total Cash Expenditures</b>	<b>\$19,103,895</b>
Net Income	\$861,434



# KIPP Delta Public Schools

## ENROLLMENT REPORT

Enrollment Date: Sep 10, 2018

Enrollment Count		01	02	03	04	05	06	07	08	09	10	11	12	KF	PK	Race Totals
Asian	Females			1												1
	<b>Gender Totals</b>			1												1
	Females			1												1
Black	Males	1						1	2	1	1	1	1	1		9
	<b>Gender Totals</b>	1		1			1	3	1	1	2	2	1	1		14
	Females	33	30	47	45	55	52	56	39	31	39	29	36	24		571
Hispanic	Males	42	35	40	45	48	60	56	46	40	41	40	20	28	24	565
	<b>Gender Totals</b>	75	65	87	90	103	115	108	102	79	72	79	49	64	48	1,136
	Females			1	1		2	2	2		3					11
Native American	Males	1	1	1		3	4	1	2	1	2			3		19
	<b>Gender Totals</b>	1	1	2	1	3	6	3	4	1	5			3		30
	Females					1										1
Two or More	Males	1														1
	<b>Gender Totals</b>	1			1											2
	Females								1							1
White	Males			1							1	1	1	1		4
	<b>Gender Totals</b>			1					1		1	1	1	1		5
	Females	2	2	4	5	4	4	5	8	4	2		2	2	2	46
Grade Totals	Males	1	5	6	4	8	7	1	4	1	1	2	1	4	3	48
	<b>Gender Totals</b>	3	7	10	9	12	11	6	12	5	3	2	3	6	5	94
	<b>Grade Totals</b>	81	73	102	100	119	133	120	120	86	83	83	54	75	53	1,282



# **KIPP Delta Public Schools Meal Status Counts** **Sep 10, 2018 at 11:21:20 AM**

Grade / Meal Status	01	04		Summary
01	37	44		81
02	21	52		73
03	49	51	2	102
04	38	62		100
05	68	51		119
06	71	62		133
07	66	54		120
08	67	53		120
09	54	32		86
10	52	31		83
11	47	36		83
12	41	13		54
KF	35	40		75
PK	38	13	2	53
Summary	684	594	4	1,282

01 = Free

04 = Direct Cert





## Kipp Delta Public Schools



LEA 5440700



(870) 753-9035



[View Website](#)

### Information

Grades Served	K - 12
Enrollment	1,390
County	Phillips
Congressional District	Arkansas's 1st Congressional District
Co-op	Great Rivers Educ. Serv. Co-Op - 5420000
Representatives	No data
Senators	No data
School Board Count	13
Zoned Status	✕ NO





415 Ohio

[View larger map](#)

415 Ohio Street  
Helena, AR 72342

Links

[Community Census Data](#)

[Labor Market Information](#)

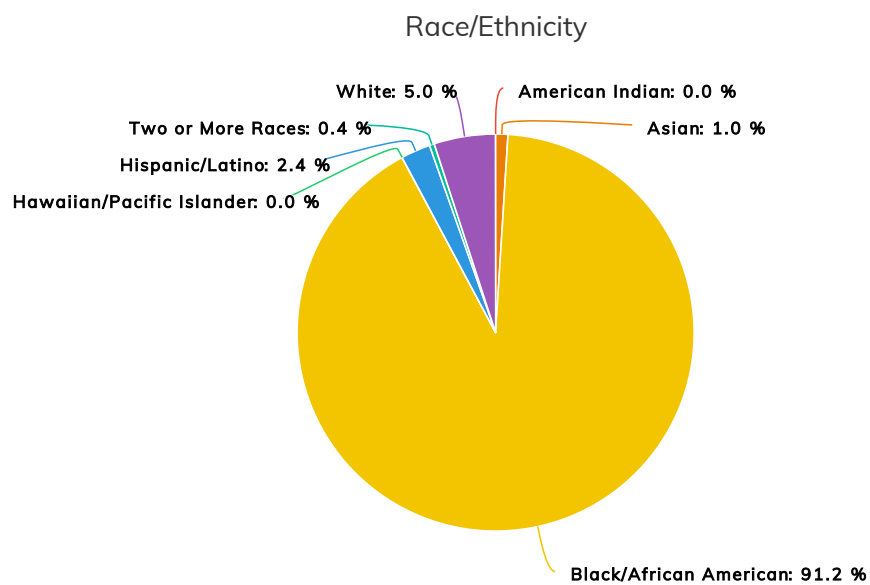




## Statistics

College Going Rate	50 %
Per Pupil Expenditures	\$13,231.34
Graduation Rate	88 %
Student to Teacher Ratio	14 : 1
Average Class Size	10

English Learners	0 %
Low Income	90 %
Average Years Teaching Experience	1.87
Students Eligible to Receive Special Education	8 %







Schools

Name	LEA	Grades Served	Enrollment	Letter Grade
<a href="#">Forrest City College Preparatory School</a>	5440708	5 - 8	123	D
<a href="#">Kipp Blytheville Collegiate High School</a>	5440706	7 - 12	217	C
<a href="#">Kipp Delta Elem Literacy Acad</a>	5440701	K - 4	387	D
<a href="#">Kipp: Blytheville College Prep</a>	5440705	4 - 6	123	D
<a href="#">Kipp:delta College Prep School</a>	5440702	5 - 8	294	D
<a href="#">Kipp:delta Collegiate High Sch</a>	5440703	9 - 12	246	C





# KIPP Delta NSL Waiver Request

October 2018



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# Summary of Waiver Request

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- KIPP Delta is seeking a waiver from a very specific portion of the most recent NSL rules. A sub-bullet under sections 6.07.01-04
- While the waiver request may seem “new”, KIPP Delta is actually asking the Board for permission to continue what prior versions of the law allowed.
- The flexibility provided in prior versions of the NSL rules is critical to our long-term success in the recruiting and retaining of top academic talent, especially in the Arkansas delta.



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## Purpose of NSL Funding

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- As you know, the primary purpose of the Special Needs Funding is to help close the equity gap between schools located in low-income areas and those in high-income communities.
- One of the primary levers permitted by NSL rules for leveling the playing field is through the funding of instructional specialists, facilitators, and coaches.



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## Section 6.07.01

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6.07.1 Employing instructional facilitators or Literacy, Mathematics, or Science Specialists/Coaches (K-12) that meet the following requirements:

6.07.1.1 The Specialists/Coaches and instructional facilitators are educators who assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; professional development and implementation of training; choice of standards-based instructional materials; understanding of current research; advantageous arrangement of the instructional day; and integrating technology into instruction.



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# The Most Common Use of NSL Funds

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- According to a [2015 report](#) prepared for the House Interim Committee on Education and the Senate Interim Committee on Education, **21% percent** of all NSL expenditures statewide were used to support curriculum specialist, instructional facilitators, and math or literacy coaches.
  - In fact, 190 of 238 school districts reported using NSL funds for this purpose.
  - In 2013-14, this was by far the most common use of NSL funds.
-



# Time Line for Rule Changes to 6.07.01

2007

- 3 years of experience required + specific knowledge and a bachelor's degree

2010

- Years of experience requirement increased to 4
- A Teach for America (TFA) provision was added\*

2016

- Made a valid Arkansas Teacher's license a requirement for all specialist and coaching positions

*\* All TFA teachers must have a bachelor degree to enter the program*



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# Specialist Qualifications

---

*September 2007*

6.07.1.2

Qualifications for Specialists/Coaches (K-12):

- At least **three years** of recent teaching experience in appropriate content areas within grades K-12
- Knowledge of Arkansas Curriculum Framework
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment
- Experience in adult learning situations and in team problem solving
- A bachelor's degree (a master's degree would be preferred).



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# Specialist Qualifications – Increased Experience

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*June 2010*

## 6.07.1.2 Qualifications for Specialists/Coaches (K-12 and/or Instructional Facilitators):

- At least **four years** of recent teaching experience in appropriate content areas within grades K-12
- Knowledge of Arkansas Curriculum Framework
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment
- Experience in adult learning situations and in team problem solving
- A bachelor's degree (a master's degree would be preferred)
- Or completion of the required two-year training and teaching components of the Teach for America Program



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# Specialist Qualifications – No Change

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*June 2012*

## 6.07.1.2 Qualifications for Specialists/Coaches (K-12) and Instructional Facilitators:

- At least **four years** of recent teaching experience in appropriate content areas within grades K-12
- Knowledge of Arkansas Curriculum Framework
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment
- Experience in adult learning situations and in team problem solving
- A bachelor's degree (a master's degree would be preferred)
- Or completion of the required two-year training and teaching components of the Teach for America Program



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## Significant Changes in 2016

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- Revised Specialists qualifications
- Added a Data Coach position\*
- Added School Improvement Specialist\*

*Each position now requires a  
valid Arkansas teacher certificate*

*\* Doesn't permit an exception for Teach for America*



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# Specialist Qualifications – Significant Change

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*June 2016 – Created a Major Hurdle to Utilizing NSL funds*

6.07.1.2 Qualifications for Specialists/Coaches and instructional facilitators:

- A valid Arkansas teaching certificate;
- At least four (4) years of recent teaching experience in appropriate content areas within grades kindergarten through twelve (K-12);
- Knowledge of Arkansas Curriculum Frameworks;
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment;
- Experience in adult learning situations and in team problem solving; and
- A bachelor's degree (a master's degree would be preferred); or
- Completion of the required training and teaching components of the Teach For America Program.



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# Coaching Qualifications – Significant Change

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*June 2016 – Created a Major Hurdle to Utilizing NSL funds*

## 6.07.1.3 Qualifications for Data Coaches:

- A valid Arkansas teaching certificate;
- At least five (5) years of recent teaching experience, administrative experience, or a combination thereof;
- At least three (3) years of experience using information systems for data retrieval, data reporting, and using data to guide instructional practice;
- Knowledge of basic statistics and their application;
- Knowledge and skill of data analysis;
- Ability to assist building level staff with analysis of school data in preparation of school improvement planning; and
- A bachelor's degree (a master's degree would be preferred).



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# Specialist Qualifications – Significant Change

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*June 2016 – Created a Major Hurdle to Utilizing NSL funds*

## 6.07.1.4 Qualifications for School Improvement Specialists:

- A valid Arkansas teaching certificate
- At least five (5) years of recent teaching experience, administrative experience, or a combination thereof;
- Knowledge of effective coaching practices
- Knowledge of team structures that support shared leadership;
- Knowledge to understand and interpret assessment data, both formal and informal, to inform instructional decisions;
- Ability to orchestrate change; and
- A bachelor's degree (a master's degree would be preferred).



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# Impact of Rule Changes to 6.07.01

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- Over the last 9 years, the eligibility requirements for a Curriculum or Instructional specialist, coach, or facilitator under NSL have become more stringent.
- The requirement to hold an Arkansas teacher's license has created the most substantial and financial hurdle.
- This particular addition to the list of requirements has created two unfortunate outcomes for KIPP Delta:
  1. The number of teachers and staff eligible to serve in this type of role has been reduced to a select few.
  2. One of the primary ways our region utilizes NSL funds has become more arduous.



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## Purpose of KIPP Delta

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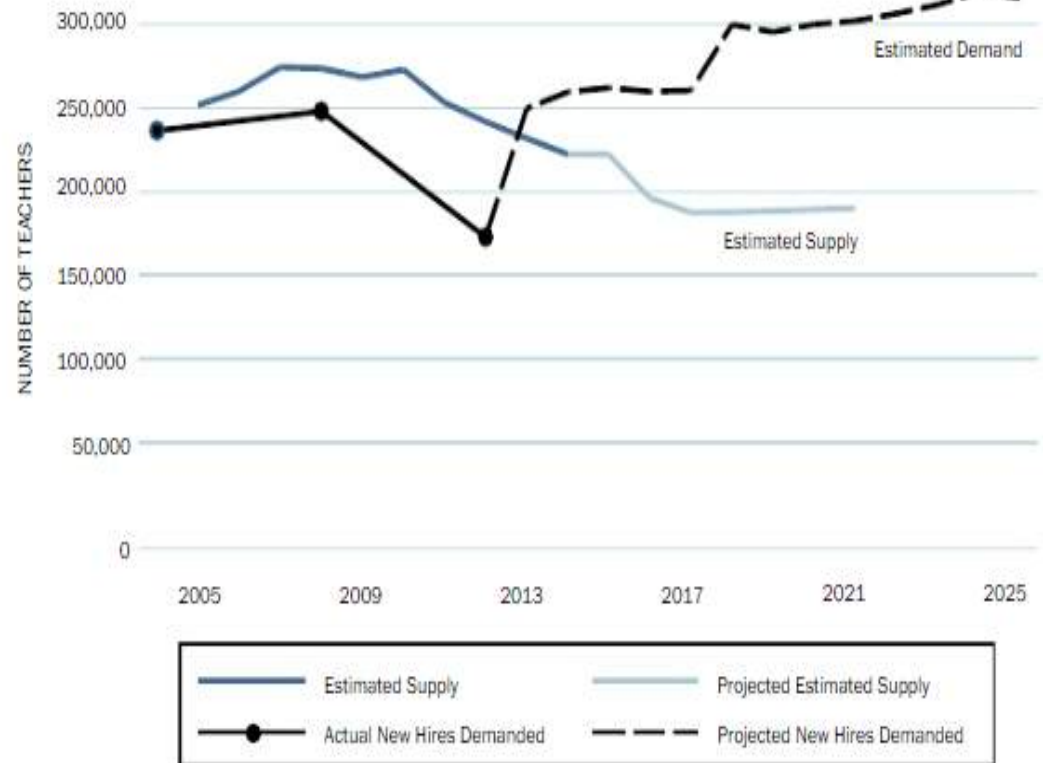
The mission of KIPP Delta Public Schools is to create and support schools that empower students from underserved communities to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity.



# National Talent Landscape

- Nationwide, student enrollment will increase by 3 million by 2027, but teacher preparation programs have seen a 35% drop in enrollment.
- 171 • High levels of attrition, with nearly 8% of the teaching workforce leaving every year, the majority before retirement age.

Projected Teacher Supply and Demand



\*Data from Nat'l Center for Education Statistics ([www.nces.ed.go](http://www.nces.ed.go))



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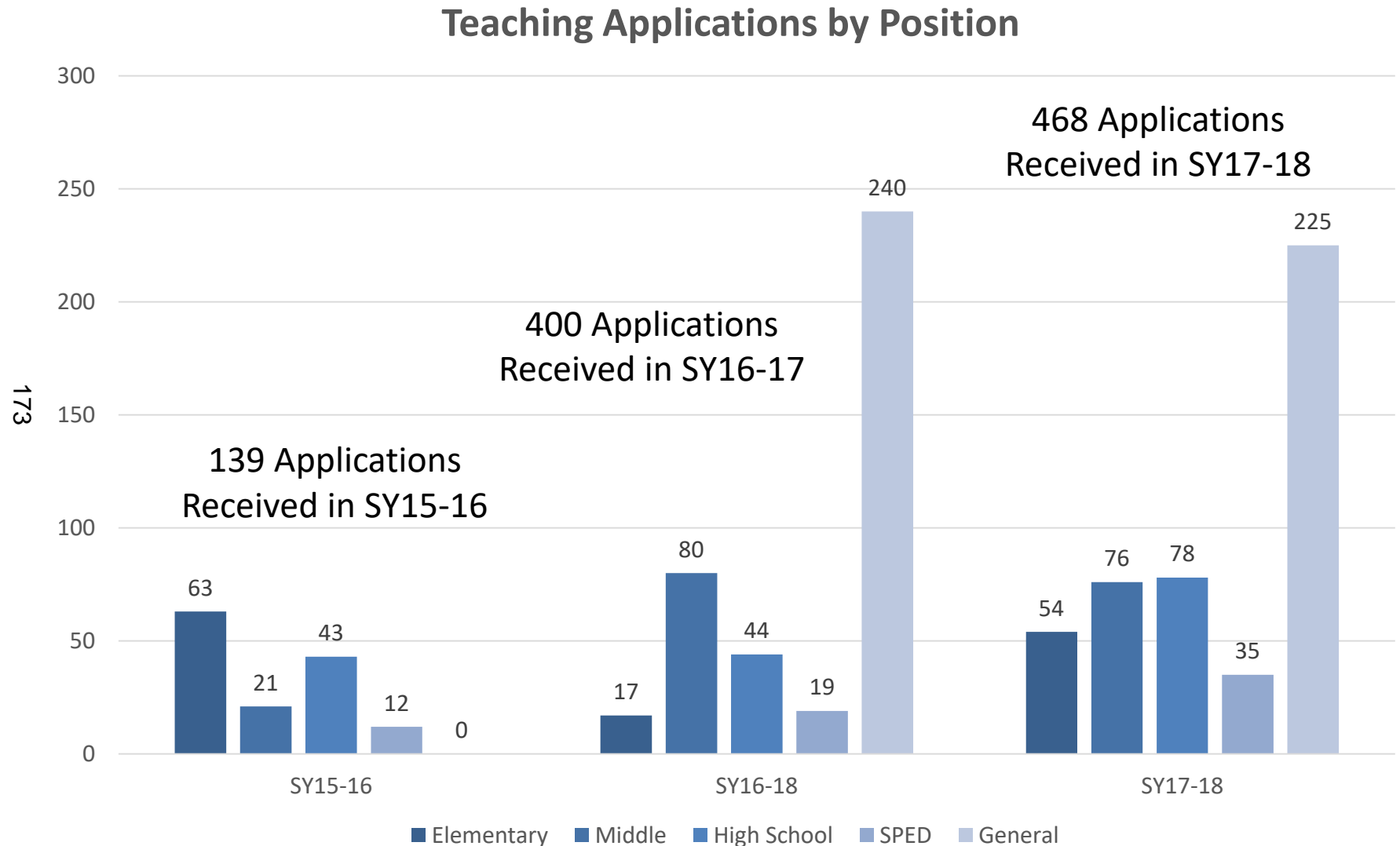
# KIPP Delta's Recruitment Strategy

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- KIPP Delta has always recruited statewide and nationally.
  - The waiver KIPP Delta received from the State Board of Education in regards to not requiring its teachers to have an Arkansas license has helped tremendously over the years to fill voids and create a diverse environment for our students.
  - All staff deserve a career ladder and until recently, KIPP Delta was able to offer (and afford) a meaningful career path for its highest performing academic staff.
  - Even with these challenges, we have been able to increase the number of applicants.
-



# KIPP Delta has Increased Number of Applications





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# KIPP Delta Recruitment & Retention Strategy

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- Despite increasing applicants, still only 22% of KIPP Delta teachers and academic staff have an Arkansas teacher's license; yet, most are considered AQT.
- While KIPP Delta is the only district currently seeking a waiver from the Arkansas license requirement, other schools in our state may face a similar dilemma.
- As the next slide will demonstrate traditional teacher preparation programs are experiencing a decline; yet the number of students enrolled in schools is on the rise.



# Arkansas Talent Landscape

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- According to the Arkansas Department of Education (ADE), the number of college students pursuing education has **dropped from about 7,700** in the 2011-2012 school year, **to approximately 3,300** in the 2014-2015 school year.
  - The number of students preparing for teaching licenses in critical shortage areas (Math, Science, SPED, Art, Physics) **will only fill 63 percent of the openings** for the 2019-2020 school year.
  - An ADE 2015–16 supply and demand report found that there were **337 vacancies or long-term substitutes** serving as the teacher of record. In addition, another **1,184 teachers were teaching on waivers and were not certified** for the subject they were teaching.
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## In Summary

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The recent change to the NSL rules:

- Limit the flexibility needed to develop and retrain our amazing teachers and to financially support these positions.
- Has resulted in a NSL surplus and an operating fund deficit at KIPP Delta.

Prior to 2017, KIPP Delta did not have these issues.

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## **THE EXCEL CENTER**

SPONSORING ENTITY: GOODWILL ARKANSAS EDUCATION INITIATIVES, INC.

### **MISSION STATEMENT**

The mission of The Excel Center is to provide adults the opportunity and support to earn a high school diploma and begin postsecondary education while developing career paths in sectors of the local economy that offer better-than-average employment and growth opportunities.

### **CURRENT DATA**

Maximum Enrollment	125
Approved Grade Levels	9-12
Grades Served 2018-2019	9-12

### **BACKGROUND**

Authorized	October 19, 2016
Contract Expiration	June 30, 2022



LEA FOR DATA  
6058700





# ARKANSAS DEPARTMENT OF EDUCATION

## Charter Amendment Request Form

Charter Name: The Excel Center  
LEA Number: 6058 Phone Number: 501-372-5100 Submission Date: 09/04/2018  
Charter Leader: Cindy Varner  
Email Address: cvarner@goodwillar.org

### Type of Amendment Requested:

☒ **Waiver**

Waiver Topic: Appendix A - The Standards for Accreditation

### Statute/Standard/Rule to be Waived

#### Standards for Accreditation

Section Number	Section Title
● 1-A.2.9	Standard 1-A Curriculum and Instruction
● 1-A.5.1	Standard 1-A Curriculum and Instruction
● 1-A.5.2	Standard 1-A Curriculum and Instruction
● 2-D.1	Standard 2-D Media Center for Student Support
● 3-A.5	Standard 3-A Operating Policies, Procedures, and Training
● 4-D.2	Standard 4-D Teachers

### Rationale for Waiver

1-A.1.2.9: The curriculum already has US History, World History, Civics, and Economics embedded with Humanities instruction which meets graduation requirements for this adult high school.

1-A.5.1: The Excel Center model includes instruction that is accelerated to condense one year of traditional instruction into eight weeks. Five terms are held each year.

1-A.5.2: Our student population consists of working adults, a six-hour instructional day does not allow them to have a positive school/work life balance; thus, affecting their enrollment in school.

2-D.1: The school is based on a model that does not purchase printed materials but does provide various electronic resources to assist students in meeting the academic standards.

3-A.5: The administration of the school is provided by Goodwill Industries of Arkansas, fiscal operations are performed by Goodwill rather than The Excel Center employees.

4-D.2: Goodwill Industries of Arkansas and Goodwill Arkansas Education Initiatives, is a second-chance employer and we have a waiver of teacher licensure, a qualified candidate having completed several programs with Goodwill Industries of Arkansas may show themselves to be deserving of an opportunity within The Excel Center, having passed the child maltreatment registry check.

☒ **Other**

Charter Measurable Goals: See attachment



<b>District Name</b>	<b>Standard</b>	<b>Reason Waiver Needed</b>
The Excel Center	1-A.1.2.9	The curriculum already has US History, World History, Civics, and Economics embedded with Humanities instruction which meets graduation requirements for this adult high school.
The Excel Center	1-A.5.1	The Excel Center model includes instruction that is accelerated to condense one year of traditional instruction into eight weeks. Five terms are held each year.
The Excel Center	1-A.5.2	Our student population consists of working adults, a six-hour instructional day does not allow them to have positive school/work life balance; thus, affecting their enrollment in school.
The Excel Center	2-D.1	The school is based on a model that does not purchase printed materials but does provide various electronic resources to assist students in meeting the academic standards.
The Excel Center	3-A.5	The administration of the school is provided by Goodwill Industries of Arkansas; fiscal operations are performed by Goodwill rather than The Excel Center employees.
The Excel Center	4-D.2	Goodwill Industries of Arkansas and Goodwill Arkansas Education Initiatives, is a second-chance employer and we have a waiver of teacher licensure. A qualified candidate having completed several programs with Goodwill Industries of Arkansas may show themselves to be deserving of an opportunity within The Excel Center, having passed the child maltreatment registry check.

**Attachment 1**



ESSA Index Category	Assessment Instrument	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
<b><i>WA=Weighted Achievement Score (35% of the overall score)</i></b>	Graduates with Industry Recognized Certification or Concurrent Credit	<p>60% of graduates will earn an Industry Recognized Certification or Concurrent Credit.</p> <p>Year 1 (17-18): 50% of enrolled students will earn at least one credit per term.</p> <p>Year 2 (18-19): 55% of enrolled students will earn at least one credit per term</p> <p>Year 3 (19-20) and beyond: 60% of students will earn at least one credit per term.</p>	<p>Successful earning of college credit and industry-recognized credentials by each student will be tracked each school year. A final calculation will be made at the end of each school year.</p> <p>The number of credits each student earns will be tracked each term. A final average will be calculated at the end of each school year.</p>
<b><i>Growth=School Value-Added Growth Score (35% of the overall score)</i></b>	iReady Assessment	60% of students will average a 10-point gain in Reading and Math on the iReady assessment.	Testing will take place at three times during a student's enrollment; at initial enrollment, mid-enrollment, and at the end of enrollment
<b><i>SQSS=School Quality and Student Success Score (15% of the overall score)</i></b>	Post Graduate Survey	50% of graduates will be employed or further their education.	Six months after graduation students will be contacted to complete a post-graduate survey.
<b><i>Graduation=Secondary Schools Graduation (15% of the overall score)</i></b>	<p>Graduation Rate</p> <p>Numerator = The total number of students who graduate by the end of the academic year.</p> <p>Denominator = The school's average enrollment over the school's five terms.</p> <p>The Excel Center proposes using the average enrollment of the school's five terms because it creates a standard for determining the school's annual enrollment as opposed to a set date as other districts.</p>	<p>Year 1 (17-18): 0% of average annual enrollment will graduate.</p> <p>Year 2 (18-19): 10% of average enrollment will graduate.</p> <p>Year 3 (19-20) and beyond: 15% of average enrollment will graduate.</p>	Successful earning of high school diploma will be tracked each school year. A final calculation will be made at the end of each school year.



**The Excel Center**  
**The Excel Center**  
**ENROLLMENT REPORT**  
**Enrollment Date: Jul 16, 2018**

Enrollment Count		SS	Race Totals
Asian	Females	1	1
	<b>Gender Totals</b>	<b>1</b>	<b>1</b>
Black	Females	64	64
	Males	17	17
	<b>Gender Totals</b>	<b>81</b>	<b>81</b>
Hispanic	Females	5	5
	<b>Gender Totals</b>	<b>5</b>	<b>5</b>
White	Females	4	4
	Males	4	4
	<b>Gender Totals</b>	<b>8</b>	<b>8</b>
<b>Grade Totals</b>		<b>95</b>	<b>95</b>



## NORTHWEST ARKANSAS CLASSICAL ACADEMY

SPONSORING ENTITY: RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

### MISSION STATEMENT

The mission of Northwest Arkansas Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom and virtue.

### CURRENT DATA

Maximum Enrollment	1200
Approved Grade Levels	K-12
Grades Served 2018-2019	K-12

#### 2017-2018 Enrollment by Race

Two or More Races	7
Asian	126
Black	7
Hispanic	54
Native American/Native Alaskan	2
Native Hawaiian/Pacific Islander	0
White	368
<b>Total</b>	<b>564</b>

#### 2017-2018 Enrollment by Grade

Kindergarten	40
1st Grade	46
2nd Grade	46
3rd Grade	69
4th Grade	75
5th Grade	75
6th Grade	69
7th Grade	26
8th Grade	39
9th Grade	26
10th Grade	22
11th Grade	21
12th Grade	10

#### 2017-2018 Student Status Counts

Migrant	0
LEP	5
Gifted & Talented	0
Special Education	22
Title I	24
Source: District Cycle 4 Report	

#### 2017-2018 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	463.63	461.83	463.90	459.54
ADM	480.62	488.88	493.52	489.50
%	96.47%	94.47%	94.00%	93.88%

### BACKGROUND

Authorized November 1, 2012  
Contract Expiration June 30, 2028

**Amendment Request Considered and APPROVED**  
Change charter holder to Responsive Education Solutions

May 13, 2013

**Amendment Request Considered and APPROVED**

November 13, 2013

Waiver of:

Ark. Code Ann.

6-17-111

6-17-201

Duty-free lunch period

Requirements - Written personnel policies - teacher salary schedule



- 6-17-201 et. seq. Teachers' Minimum Sick Leave Law
- 6-17-211 Use of personal leave when administrator or school employee is absent from campus
- 6-18-706 School nurse
- 6-21-203 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
- 6-25-101 et. seq. Public School Library and Media Technology Act
- Standards for Accreditation
  - 15.02 Principals
  - 16 Support services
  - 19.04 Requirement to provide summer school and adult education programs
  - 21 Auxiliary services
- Other Rules
  - ADE Rules Governing Educator Licensure
  - ADE Rules Governing School Board Zones and Rezoning
  - ADE Rules Governing School Election Expense Reimbursement
  - Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents
  - Posted to District Websites

**Amendment Request Considered and DENIED**

November 13, 2013

Waiver of:

- Ark. Code Ann.
  - 6-11-129 Data to be accessible on website
  - 6-16-1204 Implementation (requirement that pre-Advanced Placement courses be offered)
  - 6-17-2802 Legislative intent (to evaluate with a system other than TESS)
  - 6-21-304 Purchases
- Standards for Accreditation
  - Section 9 Curriculum

**Amendment Request Considered and APPROVED**

March 21, 2014

Waiver of:

- Ark. Code Ann.
  - 6-13-619 Monthly meetings

**Amendment Request Considered and APPROVED**

October 15, 2014

Waiver of Standard 9.03.4 - 38 units of credit  
To allow phasing in courses

**Amendment Request Considered and APPROVED**

February 18, 2015

Rescind waiver of Standard 9.03.4 - 38 units of credit

**Amendment Request Considered and DENIED**

October 15, 2015

Waiver request for Standards for Accreditation 9.03.4.12

**Renewal Request**

December 21, 2017

- Charter renewed for ten years
- Waivers for the following rescinded:
  - ADE Rules Governing Substitute Teachers
  - ADE Rules Governing Parental Notification of Non-Licensed Teacher
- Enrollment cap increase from 685 to 1200





ARKANSAS  
DEPARTMENT  
OF EDUCATION

**Charter Amendment Request Form**

**Charter Name:** Northwest Arkansas Classical Academy

**LEA Number:** 0442700      **Phone Number:** 956-703-9053      **Submission Date:** 09/21/2018

**Charter Leader:** Steven Gast

**Email Address:** SGast@Responisveed.com

**Type of Amendment Requested:**

☒ **Increase enrollment cap**

**Current cap**      1200

**Proposed cap**      1500

☒ **Other**

ResponsiveEd is requesting an amendment to the North West Arkansas Classical Academy Charter. We would like to return the current charter district of Quest West Little Rock and place the district under the same LEA number as the North West Arkansas Classical Academy. The conversion would take effect at the end of the 2018 – 2019 school year. This will facilitate and allow us to begin the conversion process in West Little Rock over to a classical school model.



**RESPONSIVE EDUCATION SOLUTIONS - CLASSICAL ACADEMY**  
**Campus Operating Budget Based on Enrollment Cap of 1500 Students**

<b>40001 - Northwest Arkansas Classical Academy</b>			<b>Total -State/ CNP Funds</b>
<b>REVENUE</b>			<b>Total</b>
16110	Local Revenue		60,000
19200	Other Rev. - External Funding		
	<b>Local Revenue</b>	<b>\$</b>	<b>60,000</b>
31700	State Foundation Funding		10,171,500
32256	Professional Development		39,075
	<b>State Revenue</b>	<b>\$</b>	<b>10,210,575</b>
	<b>TOTAL Revenue</b>	<b>\$</b>	<b>10,270,575</b>
<b>EXPENDITURES</b>			
<b>61000 - Personal Services - Salaries</b>			
61110	Salaries/Wages-Teachers & Prof		3,465,670
61120	Salaries/Wages-Support Staff		547,924
61720	Salaries/Wages-Substitutes		55,455
	<b>Total 61000 - Personal Services - Salaries</b>		<b>4,069,049</b>
<b>62000 - Personal Services - Employee Benefits</b>			
62110	Group Insurance- Certified		98,304
62120	Group Insurance- Classified		29,871
62210	Social Security - Certified		182,565
62220	Social Security - Classified		55,475
62260	Medicare - Certified		45,251
62270	Medicare - Classified		13,750
62310	Retirement- Certified		436,907
62320	Retirement- Classified		132,760
62510	Unemployment Insurance- Certified		57,734
62520	Unemployment Insurance- Classified		15,453
62610	Worker's Comp- Certified		15,604
62620	Worker's Comp- Classified		4,741
62710	Health Benefits - Certified		37,449
62720	Health Benefits - Classified		11,379
	<b>Total 62000 - Personal Services - Employee Benefits</b>		<b>1,137,243</b>
<b>63000 - Purchased Professional and Technical Services</b>			
63190	Administrative Overhead		813,720
63210	Consulting Services		20,500
63230	Consulting - Educational		10,000
63240	Testing Materials		17,200
63310	Staff Development		70,095
63320	Prof. Employment Training - Classified		10,000
63410	Professional Svcs-Social Work		5,000
63438	Professional Svcs - Accounting		-
63431	Professional Svcs - Audit (Func 2317)		34,000



**RESPONSIVE EDUCATION SOLUTIONS - CLASSICAL ACADEMY**  
**Campus Operating Budget Based on Enrollment Cap of 1500 Students**

<b>40001 - Northwest Arkansas Classical Academy</b>			<b>Total -State/ CNP Funds</b>
	63490	Professional Services	203,430
	63492	Marketing Costs	15,000
		<b>Total 63000 - Purchased Professional and Technical Services</b>	<b>1,198,945</b>
<b>64000 - Purchased Property Services</b>			
	64110	Water/Sewer	24,000
	64210	Disposal/Sanitation	19,000
	64230	Contract Maint & Repair-Janito	168,000
	64310	Contracted M & R-Bldg Repair	50,000
	64320	Software Maintenance & Support	25,000
	64410	Rentals/Leases	1,188,000
	64420	Rentals-Equipment and Vehicles	5,780
	64430	Rentals-Computers and Other Technology	2000
	64500	Contracted Maint & Repair	76,000
	64900	Misc Contracted Services	20,000
		<b>Total 64000 - Purchased Property Services</b>	<b>1,577,780</b>
<b>65000 - Other Purchased Services</b>			
	65190	Misc Contract Svcs-Bus Passes	13,636
	65220	Insurance	13,000
	65310	Telephone	17,000
	65320	Gen Supplies-Postage & Shippin	3,000
	65330	Data Services, Internet, etc	28,000
	65400	Advertising - Marketing	14,000
	65500	Rentals/Leases-Copier Rental/U	30,000
	65810	Travel & Subsistence-Employee	47,800
	65820	Travel - Classified	13,000
	65870	Travel & Subsistence - Student	5,000
	65880	Travel Meals	10,000
	65890	Travel Lodging	13,000
		<b>Total 65000 - Other Purchase Services</b>	<b>207,436</b>
<b>66000 - Supplies &amp; Materials</b>			
	66100	Gen Supplies and Materials	60,000
	66101	Supplies-M&O-Janitorial/Cleani	30,000
	66102	Supplies - Maint / Op	50,000
	66104	Gen Supplies-Office/Prin/Sec	78,800
	66105	Gen Supplies-Instructional	122,000
	66107	Minor Furn/Fxt & Equip <\$1000	200,000
	66110	Other General Supplies-Testing	18,000
	66120	Graduation and EOY Awards	15,000
	66140	Student Attendance Incentive	13,640
	66210	Natural Gas	37,000



**RESPONSIVE EDUCATION SOLUTIONS - CLASSICAL ACADEMY**  
**Campus Operating Budget Based on Enrollment Cap of 1500 Students**

<b>40001 - Northwest Arkansas Classical Academy</b>			<b>Total -State/ CNP Funds</b>
66220	Electricity		219,000
66260	Gasoline & Other Fuels		2,000
66300	Food		160,000
66410	Curriculum-Textbooks		225,000
66420	Reading Materials		19,320
66430	Periodicals & Other Reading		13,000
66500	General Supplies-IT-Hdwr		34,000
66510	General Supplies-IT-Site Lic		35,000
<b>Total 66000 - Supplies and Materials</b>			<b>1,331,760</b>
<b>67000 - Property</b>			
67330	Furn., Fixtrs, & Equip. >\$1,000		120,000
67340	Technology Hardware, >\$1,000		125,000
<b>Total 6300 - Supplies &amp; Materials</b>			<b>245,000</b>
<b>68000 - Other Objects</b>			
68100	Dues		67,800
68102	Background/Security Check		5,000
68900	Misc Operating Cost		29,000
<b>Total 6400 - Other Operating Costs</b>			<b>101,800</b>
<b>TOTAL Expenditures</b>			<b>\$ 9,869,013</b>
<b>Revenues over(under) Expenditures</b>			<b>\$ 401,562</b>



# Northwest Arkansas Classical Academy

## Student Demographic Percentages

Excludes PK Students

660 Total Active Students On 09/21/2018

### District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	316	47.88%
Males	344	52.12%
<b>Gender - Total</b>	<b>660</b>	<b>100.00%</b>

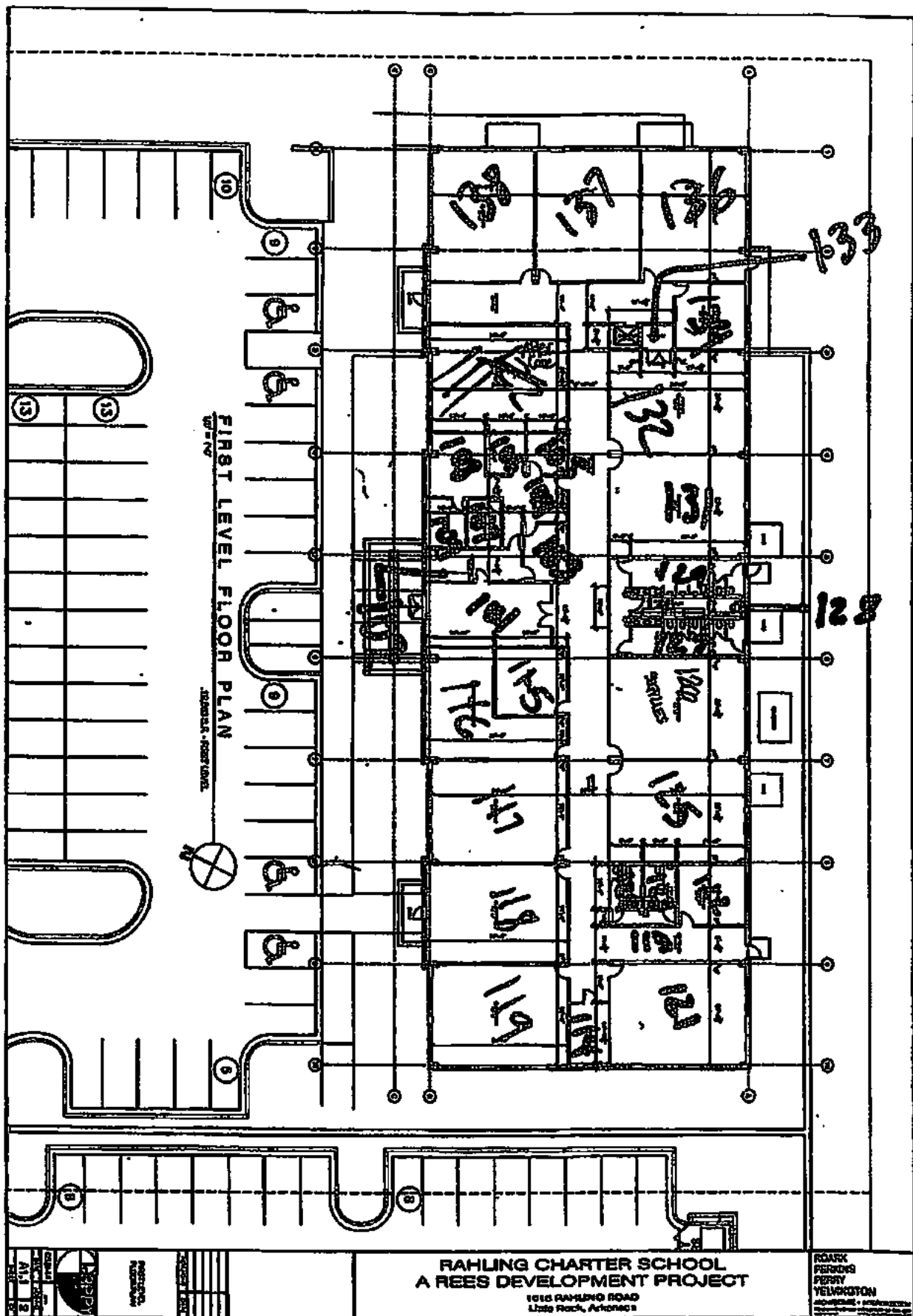
### District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	182	27.58%
Black	10	1.52%
Hispanic or Latino	66	10.00%
Native American/Alaskan Native	1	0.15%
Two or More Races	11	1.67%
White	390	59.09%
<b>Primary Race - Total</b>	<b>660</b>	<b>100.00%</b>

### District Meal Status Percentages

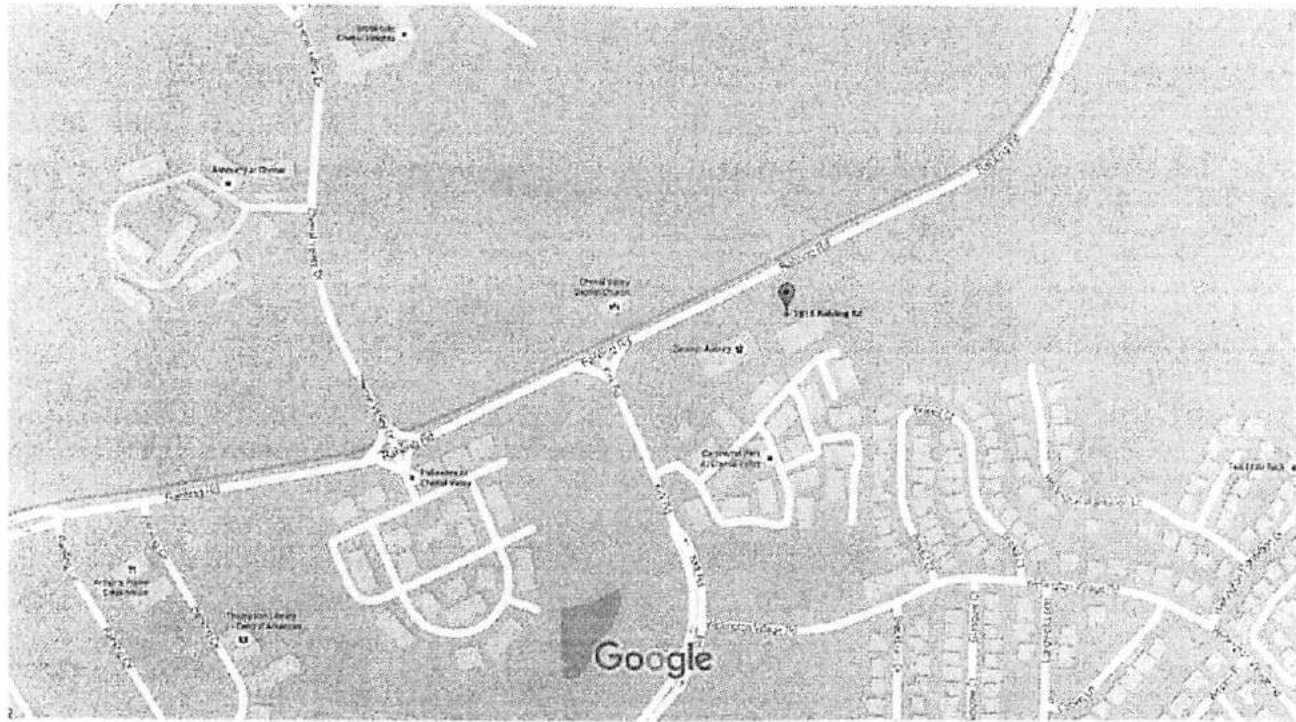
Meal Status Code	Meal Status count	Meal Status Percentage
01	7	1.06%
02	3	0.45%
03	624	94.55%
04	20	3.03%
Unassigned	6	0.91%
<b>Meal Status - Total</b>	<b>660</b>	<b>100.00%</b>







## Google Maps 1815 Rahling Rd

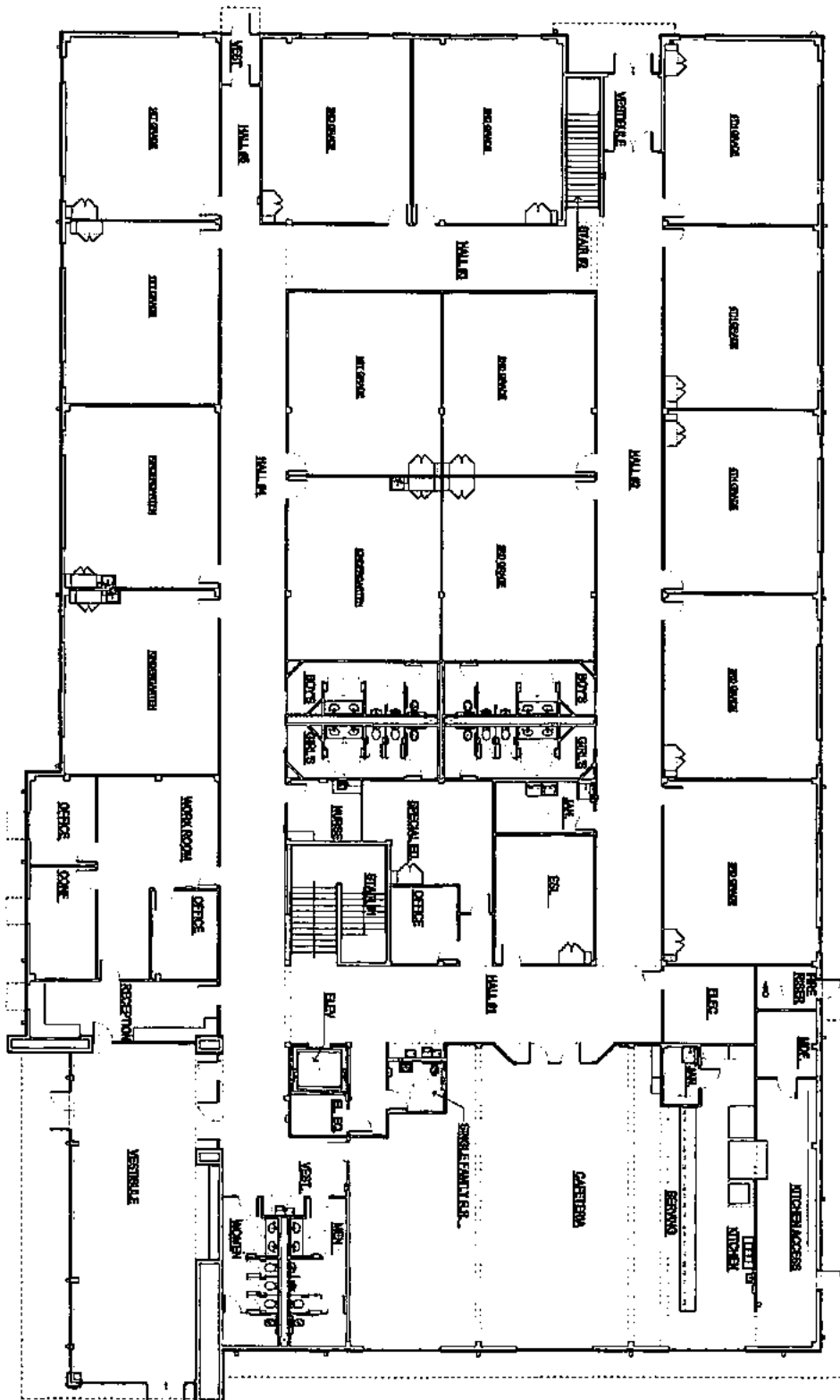


Map data ©2016 Google 200 ft



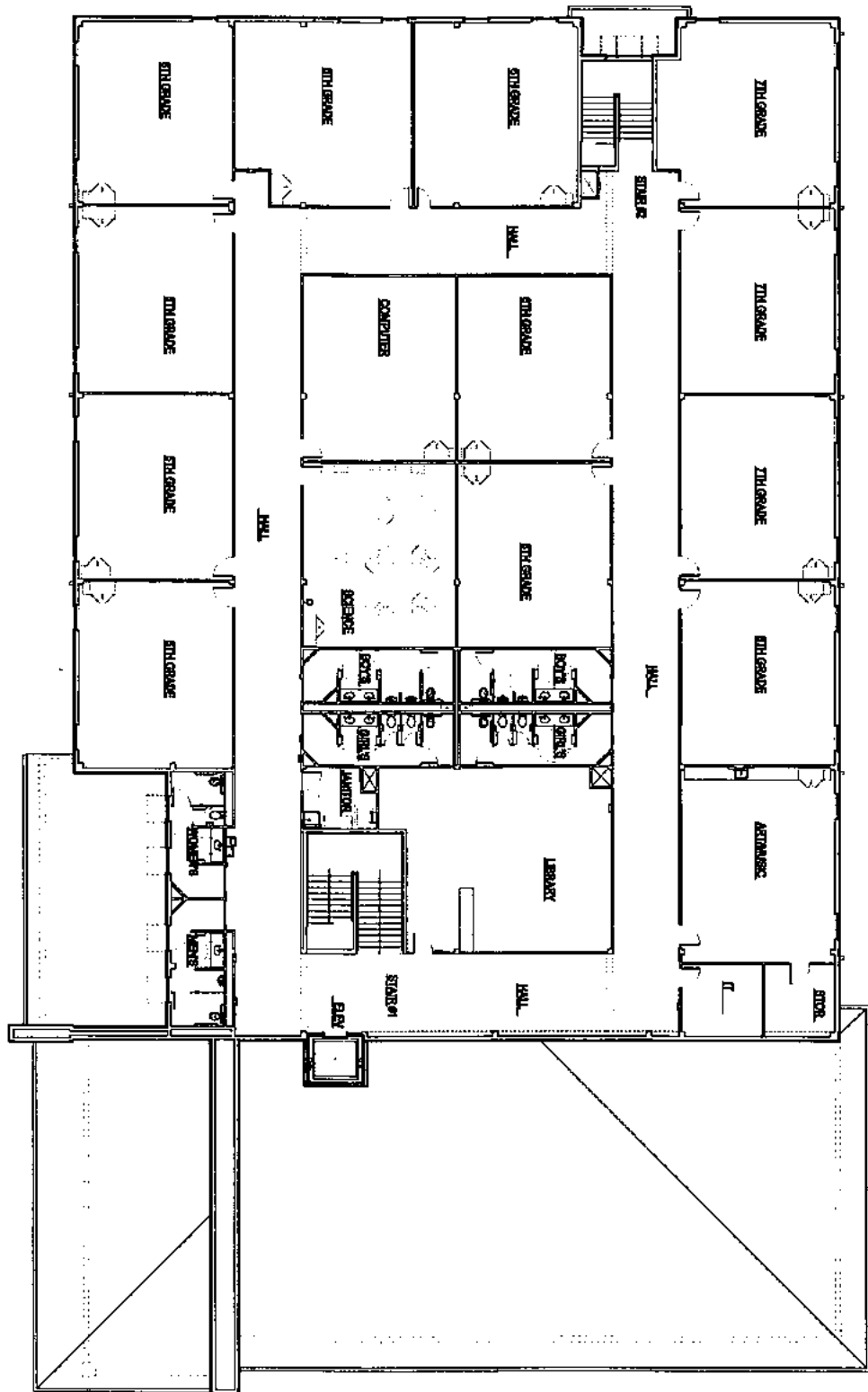
1815 Rahling Rd  
Little Rock, AR 72223





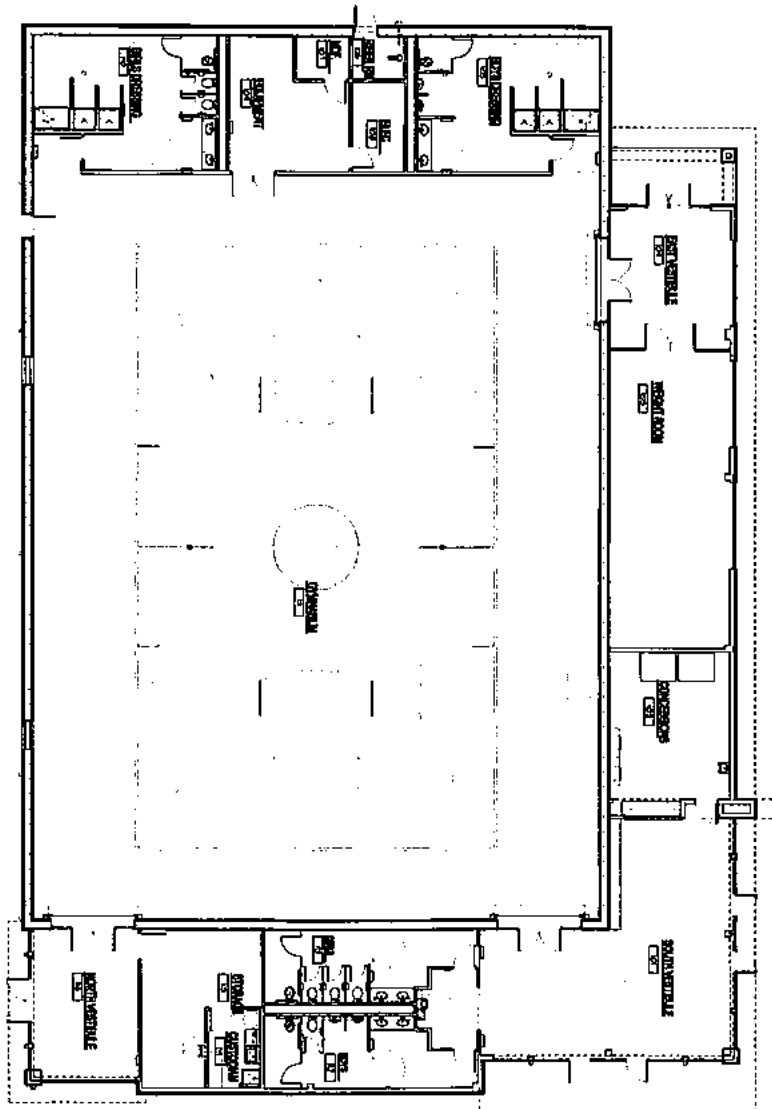
**1 FIRST FLOOR PLAN**  
 10-1-2012





1 SECOND FLOOR PLAN  
Scale 1/8" = 1'-0"

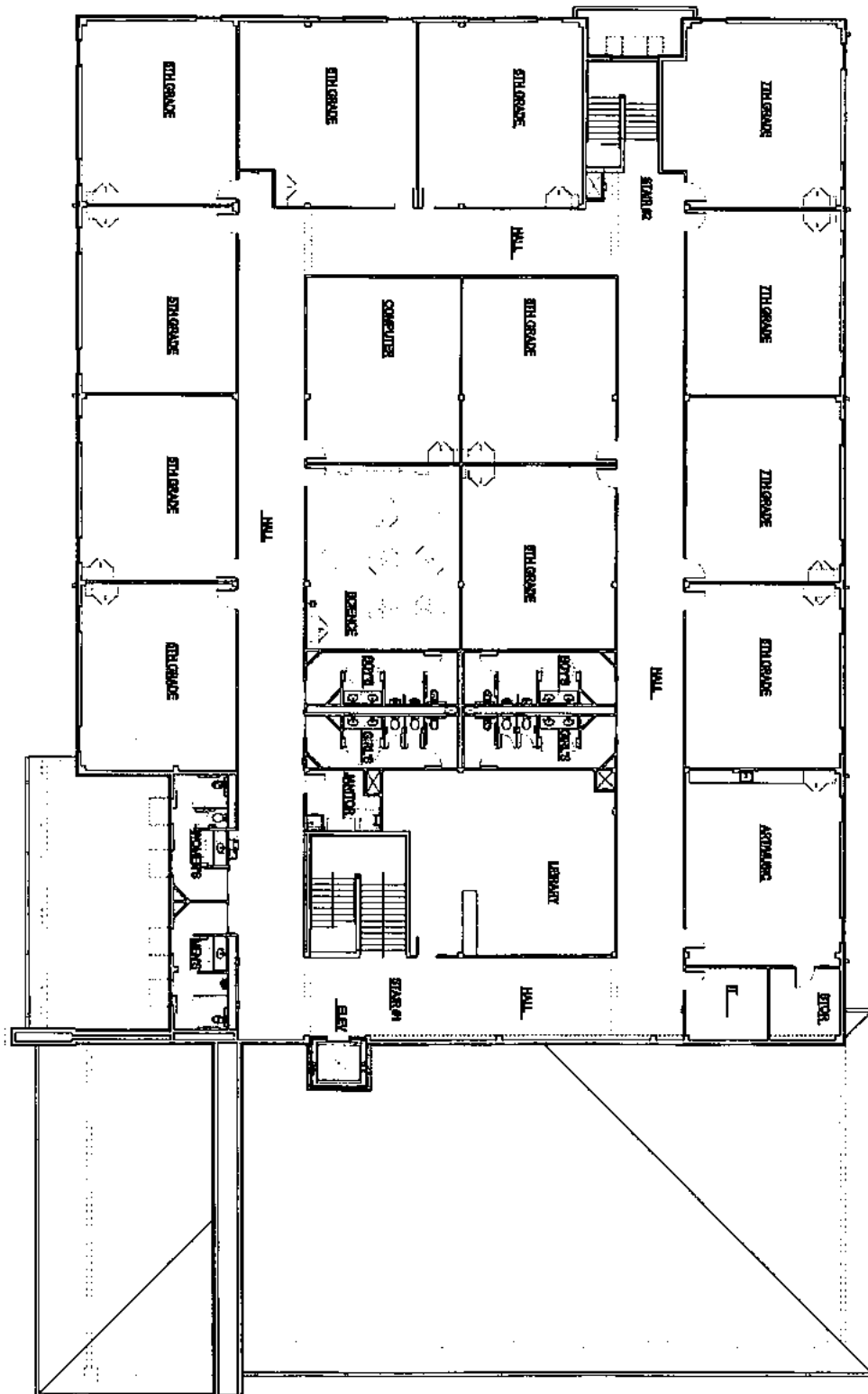




**1 FLOOR PLAN**  
 1/4" = 1'-0"







**1 SECOND FLOOR PLAN**  
Scale 1/8" = 1'-0"



## Northwest Arkansas Classical Academy Desegregation Analysis

This desegregation analysis is in support of Northwest Arkansas Classical Academy's amendment request to merge charters with Quest Academy of West Little Rock. To the extent that Ark. Code Ann. §6-23-106 applies to charter renewals or amendments, Northwest Arkansas Classical Academy is required to carefully review the potential impact its operations would have upon the efforts of Bentonville School District (BSD) and surrounding districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Northwest Arkansas Classical Academy is currently located within the boundaries of the BSD. Northwest Arkansas Classical Academy currently draws students from the BSD, Springdale School District (SSD), Fayetteville School District (FSD), and Rogers School District (RSD). The charter school currently provides instruction to students in Kindergarten through twelfth grade. Northwest Arkansas Classical Academy would like to continue serving Kindergarten through twelfth grade students for the duration of its renewal period.

### II. The Northwest Arkansas Classical Academy Data

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, BSD had a student population of 16,870 students. Northwest Arkansas Classical Academy's 2017-2018 school year enrollment figures show a student population of 564 students. Northwest Arkansas Classical Academy's current student population is equal to less than 4% of the BSD's current student population. Northwest Arkansas Classical Academy is unaware of any federal desegregation court orders affecting the Bentonville, Springdale, Fayetteville, or Rogers School Districts. Under Ark. Code Ann. §6-23-306(6)(A), Northwest Arkansas Classical Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Northwest Arkansas Classical Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that the charter operations will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state.

### III. Conclusion

Northwest Arkansas Classical Academy submits that upon the basis of its review, that merging charter Quest Academy of West Little Rock into its existing charter will not hamper, delay, cause any undue hardship, or in any manner affect the desegregation efforts of the BSD, SSD, FSD, and RSD or any school districts in the State of Arkansas.



Quest Academy of West Little Rock  
Desegregation Analysis

This desegregation analysis is in support of Quest Academy of West Little Rock (Quest WLR) to renew its agreement with the Arkansas Department of Education for ten years. To the extent that Ark. Code Ann. §6-23-106 applies, Quest WLR is required to carefully review the potential impact its operations would have upon the efforts of Little Rock School District (LRSD), Pulaski County Special School District (PCSSD), North Little Rock School District (NLRSD), and Jacksonville-North Pulaski School District (JNPSD) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Quest WLR is located on the boundary line of the PCSSD and the LRSD. Quest WLR currently draw students from the LRSD, PCSSD, and NLRSD. The charter school currently provides instruction to students in sixth grade through twelfth grade.

I. The Status of Pulaski County Desegregation Litigation

Quest WLR is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its application would have upon the efforts of PCSSD and LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Quest WLR has substantiated that PCSSD and LRSD have been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

*Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD’s pending appeal concerning the charter school issues. In light of LRSD’s unitary status and the parties’ 2014 Settlement Agreement, Quest WLR’s proposed renewal application cannot interfere with the purposes of the Pulaski County



desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that Quest WLR's proposed application could impact LRSD and PCSSD unitary status. To be clear, Quest WLR's proposed application renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD and PCSSD unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

## II. The Quest Academy of West Little Rock Data

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 22,338 students, PCSSD had a student population of 12,101, and NLRSD had a student population of 8,427. Quest WLR's 2017-2018 school year enrollment figures show a student population of 188 students. The current student population of Quest WLR is equal to less than 1% of both LRSD and PCSSD current student population. Under Ark. Code Ann. §6-23-306(6)(A), Quest WLR must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Quest WLR will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that Quest WLR's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, Quest WLR's careful review of the relevant statutes and court orders affecting surrounding districts and its student population shows that such negative impact is not present here.

## III. Conclusion

Quest WLR submits that upon the basis of its review, neither any existing federal desegregation order affecting Little Rock School District, Pulaski County School District, North Little Rock School District, and Jacksonville-North Pulaski School District, nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from renewing the charter agreement with the Arkansas Department of Education for ten years.



## Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

### **Add grade levels K – 5 to West Little Rock Classical Academy Campus**

**Create an upper school (grades 7 – 12) and lower school (grades K – 6) in West Little Rock beginning in the 2021 – 2022 school year.**

ResponsiveEd is requesting an amendment to the North West Arkansas Classical Academy Charter. We would like to return the current charter district of Quest West Little Rock and place the district under the same LEA number as the North West Arkansas Classical Academy. The conversion would take effect at the end of the 2018 – 2019 school year. This will facilitate and allow us to begin the conversion process in West Little Rock over to a classical school model. Due to current space limitations and three years remaining on our lease at the current location in West Little Rock, Grades K – 5 will be added at the start of the 2021 – 2022 school year. A maximum of three sections will be offered at each grade level. K – 6. This will also allow time for the construction of a permanent K – 12 school in Pulaski County.

### **Increase the enrollment Cap from 1200 to 1500**

ResponsiveEd is requesting an enrollment cap increase to accommodate the additional students added to the NWACA District in West Little Rock. The current enrollment cap is enough for the Bentonville campus but needs to be increased to meet the addition of the school building in West Little Rock.

### **New building construction in West Little Rock (Pulaski County)**

ResponsiveEd Arkansas is in the process of securing land for the construction of a K - 12 campus in West Little Rock. This campus will have an upper school and a lower school. By adding the campus to the North West Arkansas Classical Academy Charter with its ten-year renewal already approved, we feel confident in moving forward with the significant investment of land and construction. The building will be very similar to the new classical campus we have recently constructed and opened in Frisco, TX.



**Mission**



We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts. West Little Rock Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning. The school will work with parents to instill in students a strong sense of personal responsibility and the moral courage to contribute to our global community.

## **K-6 Educational plan to emphasize classical educational approach**

The lower school component of West Little Rock Classical Academy will offer a distinctly different learning environment to parents and students seeking a classical approach to early learning. This educational program places an emphasis on fundamentals of all required subjects at the K-4 levels. This is known as the "Grammar stage" of classical education. Students learn Latin which requires students to spend a large amount of time learning its vocabulary and grammatical structure. During the 5-8 grade years, also known as the "Logic stage", students begin to apply what they learned (mastered) during the Grammar stage. During the logic stage students continue to work on an academically rigorous, content rich curriculum. Students at this phase have an increased ability for logic in their thinking, speaking and writing. The elementary component will remain small by design, focusing on proven Classical instruction, emergent technology and advanced educational techniques.

The classical model moves early learners to increased levels of content learning while installing qualities of scholarly perception and response to that content. This methodology is teacher directed within a contained classroom. Educators are focused on teaching students to think for themselves, analyze and integrate learning as relevant to everyday life.

### **Curriculum Distinctives:**

Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content. Curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core areas and in the Fine Arts.

Emphasis is placed on minds-on learning and on fostering a spirit of inquiry in students.

Literacy is taught through explicit phonics and traditional grammar and composition.

Greek and Latin root words are taught beginning in third grade through sixth grade, and formal Latin begins in 7th grade. Students are required to take at least two years of Latin.

Mathematical and scientific knowledge are pursued for their own sakes, not merely for their practical applications.

Literature and history instruction are rooted in primary sources and in great books.

Instruction in the fine arts includes theory, history, and performance.

Students are trained in study skills, planning and organization, close reading of text, and note taking.

Importance is placed on bodily fitness and physical education in concert with fit minds.

### **Delivery of Instruction:**

The method of delivery is planned and constructed in an aligned sequence by the instructor who leads students to develop skills that deepen the learning, increases capacity to learn more and expands the potential for sustainable success in later years. Literature and language, core knowledge and proven mathematical instruction form the basis for relevant and reliable success and achievement.

### **Data:**



The faculty/staff of West Little Rock Classical Academy will work as a Professional Learning Community to collaborate, analyze data and adjust instruction to ensure all students are learning at high levels successfully. Staff utilize state assessments, NWEA MAP and classroom formative/summative assessments to drive their instructional plans. Grade levels work to create common assessments to ensure all students are being held to the same level of expectations.

To live the mission of the school, West Little Rock Classical Academy will utilize strategies focused on knowing a student, consistently measuring student progress, and creating environments for learning based on that knowledge. Students will receive differentiated instruction through technology and self-directed learning experiences to ensure all students are successful.

As a Professional Learning Community, the staff at WLRC will focus on these four questions:

1. What do we want students to learn? (Student expectations)
  2. How will we know if the students learn? (Student Assessments)
  3. What will we do for those who didn't learn? (Re-teaching)
  4. What will we do for those students who already knew it? (Extension of learning)
- West Little Rock Classical Academy will not only concentrate on the learner who did not learn, but also a focus is placed on the learner that already knew the information. Utilizing these four guided questions, the faculty consistently work as collaborative teams to determine the next step in each student learning path. While our curriculum can be challenging for many students, we believe there is value in hard-work and understanding that learning does not always come easy. By training teachers to push students to understand the "why" of things, they begin to truly own their learning. To make the most successful students, we believe that a team of committed parents, diligent students, and quality teachers with the common goal to provide a rigorous education is necessary to develop informed citizens with a rich cultural literacy who truly have learned how to learn.

#### Goals

Goal	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 5	Year 8	Year 10
<b>1.</b> Demonstrate measurable student success in literacy	<b>State-mandated assessments and nationally normed assessment</b>	Meet or exceed state average in overall literacy. 80% of students who attend two or more years will perform at or above the 75 <sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.	Assessed annually and measured for attainment by year 10.	Year 1 will be a used to establish a baseline mark for each student.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.
<b>2.</b> Demonstrate measurable	<b>State-mandated</b>	Meet or exceed state average in	Assessed annually and	Year 1 will be a	Perform at or above the state	Perform at or above the state	Perform at or above the state	Perform at or above the state



student success in math	assessments and nationally normed assessment	overall literacy. 80% of students who attend two or more years will perform at or above the 75 <sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.	measured for attainment by year 10.	used to establish a baseline mark for each student.	average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.
3. Demonstrate measurable student success in science	State Mandated Assessments and ACT Science Scores	Meet or exceed state average in science. 80% of students who attend two or more years will perform at or above the 75 <sup>th</sup> percentile on a nationally normed assessment such as NWEA MAP.	Assessed annually and measured for attainment by year 10.	Year 1 will be a used to establish a baseline mark for each student.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile.	Perform at or above the state average on mandated assessments and/or students enrolled for two or more years will perform at or above the 75 <sup>th</sup> percentile

4. Prepare students for college entry	College acceptance rates	85% of graduates accepted in college or military	Assessed annually and measured for attainment by year 10.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.	College acceptance or military enlistment at 85% or above.
5. Increase community involvement with student capstone projects	Student Records	100% of students will participate in a capstone project. Increase student community involvement each year	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.	Increase percentage of student participation by 2%.

**Goals #1 #2 and #3:**



West Little Rock Classical Academy will model its program after North West Arkansas Classical Academy, which continues to perform as one of the state's highest performing schools on state assessments. The staff will work as a professional learning community to ensure student needs are met while keeping high expectations of all students. Teachers will continue to participate in the intensive week-long summer trainings at the Founders Classical Academy in Frisco, TX. This training not only strengthens each teacher's skills, but also encourages teachers to reflect on student performance and understand strategies that will move every student to higher learning.

#### **Goals #4:**

While the expectation is that every student will be prepared for, apply and attend college. West Little Rock Classical Academy recognizes each student is unique and may select to attend options such as technical school or the military. WLRCA will ensure that students have a full understanding of career options with guest speaker and fieldtrips. WLRCA will encourage students to pursue their interests through job shadowing, internships and other field experiences.

#### **Goal #5:**

All seniors will be expected to complete a Capstone Project. The Capstone Project is a two-semester process in which students pursue independent research on a question or problem of their choice, engage with scholarly debates in the relevant disciplines, and - with the guidance of a faculty mentor - produce a substantial paper that reflects a deep understanding of the topic. As this portion of the program expands, it is the desire of WLRCA to increase the student's involvement in the community. WLRCA will work with business partners to provide a variety of opportunities for the students to participate as well as bring more community members into the school. When personalizing this portion of the student's experience at WLRCA, one size does not fit all. Staff will work together to ensure each student has a unique experience based on their personal interests, goals and dreams.



# Composition of the Charter School's Governing Board

## 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.

Respond below in 11-point Times New Roman font. This response can be no longer than 5 pages.

The governing structure of West Little Rock Classical Academy is illustrated as follows: (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"), Arkansas Board of Directors (Arkansas Board), (3) Superintendent, (4) Directors (Operations, Academic), (5) Campus Director, and (6) Teachers/Paraprofessionals.

### ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of West Little Rock Classical Academy and shall, except as specifically described herein, retain final decision-making authority for West Little Rock Classical Academy in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Arkansas Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

### Arkansas Board of Directors ("Arkansas Board")

The Arkansas Board shall have final decision-making authority for West Little Rock Classical Academy in those areas delegated to it by the ResponsiveEd Board. Areas may include: (1) student discipline, (2) employee grievances, (3) Budget development and approval, (4) parent grievances, and (5) community complaints/concerns. The Arkansas Board shall be composed of not less than five (5) members selected by majority vote of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times. Board members will be nominated to the board by community members, staff members, parents or business members. Before an individual is brought to the board an extensive interview process will be conducted with perspective board members. A small committee of no more than three members one of which must be the Superintendent will conduct screening interviews and select the two top candidates for an open position. These candidates will then be interviewed by the local Arkansas board. After the interviews the board will nominate and approve the new member. Once the local Arkansas board approves the candidate the local board candidate will be approved by the ResponsiveEd Board. Once the approval process is complete the new board member can begin serving on the Arkansas Board.

### Planned Relationship between the ResponsiveEd Board and the Arkansas Board of Directors

As noted above the ResponsiveEd board shall have finale decision-making authority for West Little Rock Classical Academy. The ResponsiveEd Board and the Arkansas Board will be comprised of different members. The ResponsiveEd board will have the authority to appoint and remove members of the Arkansas board. The ResponsiveEd board may delegate finale decision making authority as it deems necessary to the Arkansas Board. The Arkansas board is comprised of five members representing each of the four charter schools and one at-large member.

### Governing Board's Roles and Responsibilities

ResponsiveEd Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Arkansas board will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. West Little Rock Classical Academy will be under the overall management and control of the ResponsiveEd Board, which will work closely with the Arkansas Board, school superintendent and principal in promoting school goals achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The ResponsiveEd Board will focus on policy issues and will entrust the day-to-day management of the school to the superintendent and principal, the principal will be accountable to the superintendent and Board for the overall performance of the school. The Board will be



accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the ResponsiveEd Board include the following:

1. the Board as a corporate body has the power and duty to govern and oversee the management of West Little Rock Classical Academy;
2. the Board shall determine the organization and support the mission of West Little Rock Classical Academy;
3. the Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. the Board shall set policies for West Little Rock Classical Academy operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. the Board shall approve an official budget to operate West Little Rock Classical Academy, while maintaining fiscal responsibility;
6. the Board shall establish West Little Rock Classical Academy short- and long-range goals and shall monitor progress toward achievement of those goals;
7. the Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. the Board shall ensure that West Little Rock Classical Academy fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. the Board shall ensure that ResponsiveEd of Arkansas remains in good standing as an organization exempt from taxation under Section 501 (c) (3), Internal Revenue Code;
10. the Board shall approve and ratify all contracts;
11. the Board shall adopt an annual budget for West Little Rock Classical Academy and shall regularly review financial statements;
12. the Board shall ensure that West Little Rock Classical Academy maintains adequate resources for school activities; and
13. the Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the superintendent.

#### **Policies and Procedures for Board Operation**

The Board will function according to existing ResponsiveEd by-laws.

**Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School.** The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each West Little Rock Classical Academy student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of West Little Rock Classical Academy, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

#### **Describe the plan for providing school board members with continuous professional development.**

All board members will be monitored by the Program Director to insure state required training hours are completed. The program director will also provide a monthly report to each board member and to the board president that highlights all future training opportunities available. At each board meeting an update on training hours needed and completed will be provided by the Director of Programs. This information will be reflected in the minutes of each meeting.



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 budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

The location of the campus will not be changed the next three years. ResponsiveEd. Arkansas is working to secure land in Pulaski County within proximity to the current location to construct a K – 12 new school.

**If no charter amendments are requested, state this.**

Respond below in 11-point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

There are no additional waivers requested with this amendment.





# Responsive Ed Solutions Northwest Ark Classical Academy



LEA 0442700



(479) 715-6676



[View Website](#)

## Information


Grades Served	K - 12
Enrollment	556
County	Benton
Congressional District	Arkansas's 3rd Congressional District
Co-op	Northwest Ark. Education Co-Op - 7221000
Representatives	No data
Senators	No data
School Board Count	5
Zoned Status	✕ NO





1302 Melissa Dr

[View larger map](#)



1302 Melissa Drive  
Bentonville, AR 72712

Links

[Community Census Data](#)

[Labor Market Information](#)



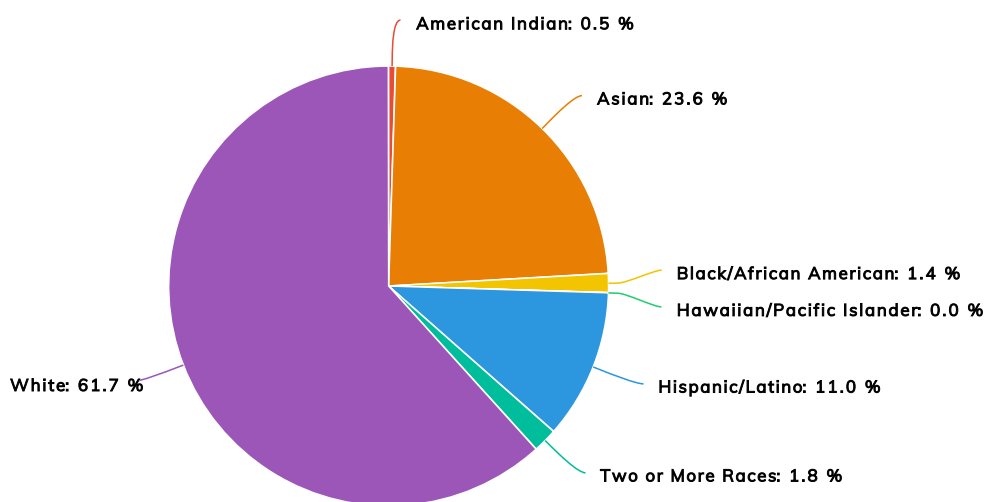


## Statistics

College Going Rate	N/A
Per Pupil Expenditures	\$7,873.80
Graduation Rate	N/A
Student to Teacher Ratio	14 : 1
Average Class Size	13

English Learners	3 %
Low Income	5 %
Average Years Teaching Experience	2.55
Students Eligible to Receive Special Education	5 %

Race/Ethnicity







Schools

Name	LEA	Grades Served	Enrollment	Letter Grade
<a href="#">Northwest Arkansas Classical Academy</a>	0442702	K - 8	491	A
<a href="#">Northwest Arkansas Classical Academy High</a>	0442703	9 - 12	65	A





September 21, 2018

Commissioner Johnny Key  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201

Re: Charter Amendment Request

As the Superintendent of North West Arkansas Classical Academy, I request a waiver of 4.02.5 of the Arkansas Department of Education Rules Governing Public Charter Schools, so that our requested amendment can be heard by the Charter Authorizing Panel at the October 18, 2018 meeting.

We will be presenting an amendment requesting that our West Little Rock District Charter be returned to the state and the school be added to the Northwest Arkansas Classical Academy District. We would return the original charter back to the state and function under one LEA number. We believe there are circumstances that may negatively impact the continuation of educational services offered by the current public charter school. This change will also facilitate the transition of West Little Rock to a K-12 classical school that replicates the program we currently are successfully offering in Northwest Arkansas.

Thank you, for your assistance and consideration in this matter.

All the Best,

*Steven H. Gast*

Steven Gast  
Superintendent  
North West Arkansas Classical Academy





# Arkansas Department of Education

*Transforming Arkansas to lead the nation in student-focused education*

**Johnny Key**  
*Commissioner*

September 27, 2018

**State Board  
of Education**

Steven Gast, Superintendent  
Northwest Arkansas Classical Academy  
400 Hardin Rd., Suite 120  
Little Rock, AR 72201

**Dr. Jay Barth**  
*Little Rock  
Chair*

**RE: Charter Authorizing Panel-- Amendment Request**

**Charisse Dean**  
*Little Rock  
Vice Chair*

Dear Superintendent Gast:

**Susan Chambers**  
*Bella Vista*

I received your letter dated September 21, 2018, in which you requested a waiver of Section 4.02.5 of the ADE Rules Governing Public Charter Schools. You requested this waiver so that the Charter Authorizing Panel may hear Northwest Arkansas Classical Academy's request for an amendment of its charter during the Panel's October meeting.

**Dr. Fitz Hill**  
*Little Rock*

**Kathy McFeridge**  
*Springdale*

Pursuant to my authority under Section 4.02.7 of the above rules, I grant Northwest Arkansas Classical Academy a waiver of Section 4.02.5.

**Dr. Sarah Moore**  
*Stuttgart*

**Quida Newton**  
*Poyen*

Sincerely,

**R. Brett Williamson**  
*El Dorado*

**Diane Zook**  
*Melbourne*

Johnny Key  
Commissioner of Education

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.gov

*An Equal  
Opportunity  
Employer*





September 21, 2018

Commissioner Johnny Key  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201

Re: Charter Amendment Request

As the Superintendent of North West Arkansas Classical Academy, I request a waiver of 4.02.5 of the Arkansas Department of Education Rules Governing Public Charter Schools, so that our requested amendment can be heard by the Charter Authorizing Panel at the October 18, 2018 meeting.

We will be presenting an amendment requesting that our West Little Rock District Charter be returned to the state and the school be added to the Northwest Arkansas Classical Academy District. We would return the original charter back to the state and function under one LEA number. We believe there are circumstances that may negatively impact the continuation of educational services offered by the current public charter school. This change will also facilitate the transition of West Little Rock to a K-12 classical school that replicates the program we currently are successfully offering in Northwest Arkansas.

Thank you, for your assistance and consideration in this matter.

All the Best,

*Steven H. Gast*

Steven Gast  
Superintendent  
North West Arkansas Classical Academy





## Amendment Request for Northwest Arkansas Classical Academy

1. Request that Quest Academy of West Little Rock Charter District be placed under the LEA number of North West Arkansas Classical Academy at the start of the 2019 – 2020 school year.
1. Request enrollment increase from 1200 to 1500 students to accommodate the addition and future expansion of the North West Arkansas Classical Academy and West Little Rock campus.

# We



ResponsiveEd  
Arkansas



Premier High School  
Little Rock  
North Little Rock  
(Future Premier)

NW Arkansas Classical Academy  
Bentonville  
West Little Rock  
(Future Classical Academies)



Northwest Arkansas Classical Academy provides the most time-tested methods of educating students. We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts.

Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building, and a lifelong passion for learning.

216

Students of all ages will be required to study a foreign language. In order to better understand the English language and to best prepare them for modern language study, informal Latin instruction will begin in 3rd grade and continue through 6th grade with our English From The Roots Up program. Formal Latin instruction will begin in 7th grade with Latin I, where High School credits may be earned.



A young woman with long, wavy blonde hair and a warm smile is the central figure. She is wearing a dark red and black horizontally striped short-sleeved shirt. The background is a blurred classroom with other students seated at desks. The text is overlaid on the right side of the image.

# The WORLD is an OPEN BOOK

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*When You Have The Proper Preparation*

*The mission of Northwest Arkansas Classical Academy  
is to provide young people with a rigorous classical education in the  
liberal arts and sciences that cultivates  
intellectual excellence, wisdom, and virtue.*



# Demographics 2018-2019

Total Enrollment: 675

WLRCA: 165

Males: 345

WLRCA: 87

Females: 315

WLRCA: 76

Programs:

Title 1:

NWACA: 10%

WLRCA: 22%

ELL:

NWACA: 13%

WLRCA: 1%

SPED:

NWACA: 6%

WLRCA: 25%

504:

NWACA: 1%

WLRCA: 7%





*We provide a well-rounded education that is distinctively classical, pursues knowledge, promotes virtue, and prepares students for prosperous lives in a free society.*





*Classical education has been around for over 2,000 years and is based on the teachings of the giants of philosophy - Socrates, Plato, and Aristotle.*





*We are committed to providing our future leaders with a college preparatory education focused on the Classical Liberal Arts. NWA Classical Academy promotes a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building, and a lifelong passion for learning.*



# Awards and Recognition

- The Classical Academy scored a perfect 300 on our first ever state report card.
- Became AdvancEd Accredited in 2016.
- In the top 5% in the state for ACT Aspire scores for 2015-2016 - the first year for that assessment.
- #3 school in the state for ACT Aspire scores for 2016-2017
- 2016-2017 Iowa Test of Basic Skills Grades 1-2
  - 1st Grade - #2 in Arkansas (87th percentile in Nation)
  - 2nd Grade - #1 in Arkansas (91st percentile in Nation)
- 1st National Merit Semi-finalist
- Recipient of the Miles for Education grant from the Walmart Foundation - \$2,000
- Report Card grade of A for both K-8 and 9-12 buildings for the 17-18 school year
- OEP Recognition for Outstanding Overall Growth and Outstanding Growth in Math for the 17-18 school year
- Listed in US News and World Report as one of US Best High Schools.



# West Little Rock Classical Academy





# Replicating Success

**Add grade levels K – 5 to West Little Rock Classical Academy Campus 2021 - 2022**

**Create an upper school (grades 7 – 12) and lower school (grades K – 6) in West Little Rock beginning in the 2021 – 2022 school year.**

**Maximum of three sections in grades K-6**



# Amendment Summary

1. Request Quest West Little Rock be placed under same LEA number as Northwest Arkansas Classical Academy.

225

1. Requesting to expand enrollment from 1200 students to 1500 to accommodate the students added from Quest West Little Rock.



**QUEST ACADEMY OF WEST LITTLE ROCK**  
SPONSORING ENTITY: RESPONSIVE EDUCATION SOLUTIONS

**MISSION STATEMENT**

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

**CURRENT DATA**

Maximum Enrollment	490
Approved Grade Levels	6-12
Grades Served 2017-2018	6-11

**2017-2018 Enrollment by Race**

Two or More Races	1
Asian	14
Black	53
Hispanic	12
Native American/Native Alaskan	2
Native Hawaiian/Pacific Islander	1
White	105
<b>Total</b>	<b>188</b>

**2017-2018 Enrollment by Grade**

6th Grade	14
7th Grade	27
8th Grade	77
9th Grade	37
10th Grade	22
11th Grade	11
12th Grade	0

**2017-2018 Student Status Counts**

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	37
Title I	4
Source: District Cycle 4 Report	

**2017-2018 Average Daily Attendance**

	Q1	Q2	Q3	Q4
ADA	177.38	170.48	166.54	168.72
ADM	181.90	176.98	173.30	172.85
%	97.51%	96.33%	96.10%	97.61%

**BACKGROUND**

Authorized January 10, 2014  
Contract Expiration June 30, 2019

**Charter Authorizing Panel**

**Amendment Request Considered and APPROVED**

March 21, 2014

Location change - *subsequently denied by State Board*

**State Board**

**Board Consideration of Panel Decision**

April 10, 2014

Board voted to review the Panel's March 21, 2014 decision



**State Board**

**Board Review of Panel Decision**

**Amendment Request Considered and DENIED**

May 8, 2014

Board reviewed the Panel's March 21, 2014 decision, and denied the request to change location

**State Board**

**Report to Board**

October 8, 2015

Initial Year Enrollment and Financial Report

**Charter Authorizing Panel**

**Amendment Request Considered and APPROVED**

October 15, 2015

Amendment of Standards for Accreditation 9.03.4.12

Change name to Quest Academy effective July 1, 2016

**State Board**

**Board Consideration of Panel Decision**

November 12, 2015

Board voted not to review the Panel's decision





# Responsive Education Solutions Quest Middle School of Little Rock



LEA 6054700



(501) 821-0382



[View Website](#)

## Information

Grades Served	5 - 12
Enrollment	192
County	Pulaski
Congressional District	Arkansas's 2nd Congressional District
Co-op	Pulaski County Schools - 9999000
Representatives	No data
Senators	No data
School Board Count	5
Zoned Status	✕ NO





1815 Rahling Rd

★

View larger map

1815 Rahling Road

Map data ©2018 Google

1815 Rahling Road

Little Rock, AR 72223

Links

[Community Census Data](#)

[Labor Market Information](#)



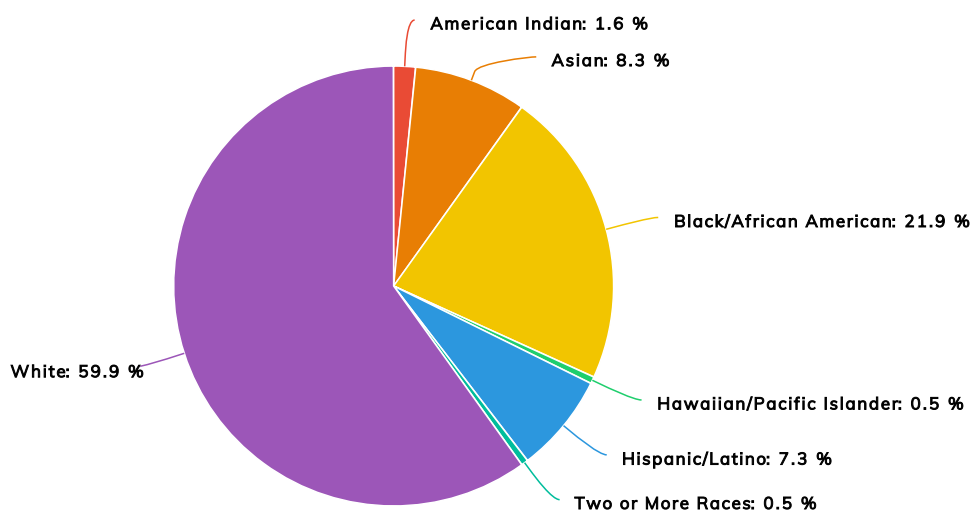


## Statistics

College Going Rate	N/A
Per Pupil Expenditures	\$9,178.19
Graduation Rate	N/A
Student to Teacher Ratio	13 : 1
Average Class Size	14

English Learners	0 %
Low Income	12 %
Average Years Teaching Experience	1.57
Students Eligible to Receive Special Education	17 %

Race/Ethnicity







Schools

Name	LEA	Grades Served	Enrollment	Letter Grade
<a href="#">Quest Academy of West Little Rock</a>	6054703	5 - 12	192	B



## Hope Collegiate and Professions Academy

**Sponsoring Entity:** Hope Public Schools

**Grade Levels:** 10-12

**Grade Levels and Enrollment Cap:**

School Year	Grade Levels	Maximum Enrollment
2019-2020	10-11	100
2020-2021	10-12	150
2021-2022	10-12	150
2022-2023	10-12	150
2023-2024	10-12	150

**Address of Proposed Charter:** 2500 South Main Street, Hope, AR 71801

### **Mission Statement:**

At the Hope Collegiate & Professions Academy, our mission is to provide academic career pathways through a three-year curriculum toward simultaneous degree attainment by focusing on college-level degree attainment instead of college and career readiness.

Our vision is to see that every student receives a strong educational foundation to continue towards a postsecondary degree by meeting students' educational, personal, social, and career development needs.

### **Information on the School District in Which the Charter Would Be Located**

Hope School District

99.96% free and reduced-price lunch (2017-2018)

### **Documentation Provided in Support of the Charter**

Letters of Support Included with the Required Documents

Steve Montgomery, Mayor

Steve Harris, President, Hempstead County Economic Development Corporation

Beckie Moore, Executive Director, Hope-Hempstead County Chamber of Commerce

Laura Beth Martin, Parent

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

### **C-4: Schedule of Courses Offered**

- It remains unclear how English Composition 2 will be counted toward high school credit and whether the course will be offered in both semesters.



**C-6: Charter Model**

- The indicators that will demonstrate high achievement as it pertains to the serious student remain unclear.

**C-10 Student Services**

- It remains unclear that the applicant understands that a student's IEP will be followed through their twelfth grade year, ADA compliance does not replace IDEA compliance, and the high school is still required to provide accommodations/modifications to students in need.

**C-14: Staffing Plan**

- While the current dean holds an ADE license, it remains unclear that the Dean position is required to hold an ADE administrator's license.





# ARKANSAS DEPARTMENT OF EDUCATION

## 2018 Application District Conversion Public Charter School

**Deadline for Receipt of Submission: Thursday, August 2, 2018, 4:00 p.m.**

**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

Hope Collegiate and Professions Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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



**ARKANSAS DEPARTMENT OF EDUCATION  
2018 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Hope Collegiate and Professions Academy

Grade Level(s) for the School: 10, 11, 12 Student Enrollment Cap: 150

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grades to be Offered at the Charter	10-11	10-12	10-12	10-12	10-12
Enrollment Cap at the Charter	100	150	150	150	150

Name of School District: Hope Public Schools

Name of Primary Point of Contact: Mikki Curtis

Address: 2500 South Main Street City: Hope

ZIP: 71801 Daytime Phone Number: ( 870 ) 777-5722

Email: mikki.curtis@uacch.edu

Charter Site Address: 2500 South Main Street

City: Hope ZIP: 71801

Date of Proposed Opening: August, 2019

Name of Superintendent: Bobby Hart

Address: 117 2nd Street City: Hope

ZIP: 71801 Daytime Phone Number: ( 870 ) 722-2700

ADE EVALUATION      PRE-APPLICATION MATERIALS

*Evaluation Criteria:*

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

CIRC Determination: **Fully Responsive**



## ADE EVALUATION      PART A:    GENERAL INFORMATION

### *Evaluation Criteria:*

- General information fields are completed, as applicable

CIRC Determination:

Fully Responsive

## **B.    EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Hope Collegiate and Professions Academy is to provide academic and career pathways to a diverse community of high school students through a three-year curriculum that enables students to complete a high school diploma and an associate degree, simultaneously, in either academic transfer or technical education. Achievement is based upon principles of quality education and technological sophistication in an environment that is dedicated to student success and accountable for college-level student achievement.

There are several distinguishing programmatic features and educational principles associated with the mission statement. First is that learning and education are relevant, purposeful, and empowering to high school students who aspire to undertake college-level study. Rigorous academic environments that implement processes for student success include healthy habits of mind, body, and character. Students are required to be academically proficient, culturally literate, and develop interests in serving communities in ways that utilize each student's personal strengths and interests. Students must be motivated toward life-long learning and demonstrate aptitudes of the acquisition and application of knowledge, including independent and critical thinking. The Hope Collegiate and Professions Academy (Collegiate Academy) is accountable for student achievement and responsible for the quality of educational programs and ongoing assessment.

Explain how the mission statement was developed.

Applicant Response:

The process for developing the Collegiate Academy Mission Statement began with internal constituents of the primary joint venturing bodies, the Hope Public Schools and the University of Arkansas Hope-Texarkana, evaluating the existing mission statements of both institutions. Each educational component identified specific areas of commonality and overlap between their institutional mission statements. This led them to a discussion of the guiding principles and core values of each, and the methods necessary to sustain practices that would genuinely and consistently serve each institution and the Collegiate Academy. Both the Hope Public Schools and the University of Arkansas Hope-Texarkana value their role as community leaders in education and as partners in economic development. Post-secondary degree attainment and career readiness are processes aimed at transforming students' lives through learning opportunities directed toward self-fulfilling aspirations and life sustaining careers.

Once the draft of the mission statement and the supporting principles were finalized, they were presented to each institutions' chief administrator and then to each institution's Board of Directors. The Hope Public Schools Board unanimously approved the Hope Collegiate and Professions Academy Mission and Vision statements on November 13, 2017, and the University of Arkansas Hope-Texarkana Board of Visitors unanimously approved the statements on January 5, 2018.



Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The key programming feature of the Collegiate Academy is college-level immersion that shifts the educational focus from college and career-readiness to actual college-level degree attainment. Collegiate Academy students complete their senior high school year not just college-ready, but college-proven. College-level completion immediately elevates them toward a four-year degree or toward entering the workforce at higher educational readiness levels and earning potentials.

Historically, Arkansas charter schools integrate curriculum models so students meet high school graduation requirements supplemented by concurrent credits and other college and career-readiness initiatives. The Collegiate Academy goes beyond traditional accumulation of dual credits allowing students to complete their high school career simultaneously with a two year associate degree or its professional education equivalent. National research identifies four main barriers to students obtaining (or even pursuing) a college degree.

College-qualified students who do not enroll in college say costs are their primary obstacle. Other roadblocks include an array of academic skills needed, general misconceptions about college, and inadequate support networks.

Collegiate Academy key programmatic features address each of the barriers specifically. Detailed programming features are described in applicant responses throughout the narrative descriptions of the proposed charter school.

Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Regular communication between home and school is an important factor in the academic success of students. The Collegiate Academy Participation Agreement signed by the student and parent or guardian requires attendance at a mandatory orientation session. A representative sample of Collegiate Academy parents will operate as an oversight committee to provide feedback and input on school issues and events. Parents will help establish a parent and family engagement plan that establishes the district's expectations and includes programs and practices that enhance parental engagement and reflect the specific needs of students and their families. This engagement plan will be incorporated into the HPSD annual comprehensive school improvement plan.

In addition to a parent and family engagement plan, the Collegiate Academy will coordinate a team of licensed staff, parents, students, and other community stakeholders to track the School Improvement Plan. Once the school improvement plan (SIP) is developed, licensed staff will meet monthly to assess progress of the performance criteria, evaluate effectiveness of the plan and monitor growth and/or progress of those elements identified for improvement. Quarterly meetings will be held with the entire school improvement committee at which time the monthly monitoring and assessment of progress, performance, and effectiveness will be shared and the larger committee will make revisions to the plan as needed. Reports to the public will be provided to communicate the SIP with the community within the first quarter of the school year.

Collaboration with parents is accomplished through a coalition of stakeholders. A Collegiate Academy Advisory Council will hold regular meetings to address any formal action requiring advisory council action. Parents and guardians are welcome to visit the Collegiate Academy campus at any time. They are further encouraged to communicate with the school administration, participate and serve as volunteers, and assist with all school activities and events.

Collegiate Academy personnel will email newsletters to parents and guardians with information concerning school events and other timely topics. Individual class newsletters on special topics of interest to specific grades are periodically produced and distributed to parents and guardians and available via the Collegiate Academy website.

Parents and guardians of all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students will have access to an online grade reporting link. Grades, assignments, and attendance are available to parents, guardians, and students with an assigned



password. Access is available through the parent or guardian's individual standard email address that they provide to the Collegiate Academy.

Progress reports are sent to parents or guardians twice each semester regarding the students' current progress in college and high school classes. The reports are intended primarily as a communication link between UAHT instructors and Collegiate Academy staff so as to monitor students' class progress on a frequent and regular basis. The reports are designed to help students and support systems identify when academic support services may be needed to encourage student success. Progress reports are considered informal and do not include a formal grade. Rather they are more to indicate that the student is participating in class, attending regularly, or needs additional support assistance outside of class.

Parents or guardians are required to attend advising sessions with students or make separate conference appointments. Parents or guardians are required to approve student schedules and schedule changes.

A possible explanation to why students leave high school unprepared for post-secondary education is that the two educational institutions set readiness expectations independently of one another. The Collegiate Academy's core curriculum fills the gap between what high schools teach and what colleges expect. The partnership in curriculum development and instructional methodology between HPSPD and UAHT allows both institutions to set reliable guidelines that focus teaching directly on helping students who are on a path of post-secondary degree attainment and equivalent career readiness.

Collegiate Academy students' early introduction to and immersion in a college campus environment cultivates them, and their families, into the unique culture and language of higher education. Collegiate Academy students' presence on the Hope campus gives them access to and the benefits of all wraparound services available through UAHT. The Collegiate Academy design reduces degree completion time, saves families money, and positions students to make post-secondary educational and career choices.

## ADE EVALUATION      PART B:    EXECUTIVE SUMMARY

### *Evaluation Criteria:*

- A succinct mission statement that indicates what the school intends to do, for whom, and to what degree;
- An explanation of how the mission statement was developed;
- The key programmatic features of the proposed charter school;
- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- **Consider providing a more concise mission statement that focuses solely on the mission of the school.**

### Applicant Response:

At the Hope Collegiate & Professions Academy, our mission is to provide academic career pathways through a three-year curriculum toward simultaneous degree attainment by focusing on college-level degree attainment instead of college and career readiness.



## **C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL**

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The preliminary public hearing held for the purpose of assessing support for the establishment of a conversion charter school within the Hope Public School District (HPSD) was held on September 28, 2017 in the Rapert Library Complex Auditorium on the University of Arkansas Hope-Texarkana (UAHT) campus. Parents, students, HPSD and UAHT faculty and personnel, and community members were invited to a presentation about the proposed collegiate and professions high school. The collegiate and professions concept was discussed in a joint informal meeting of the Hope Public Schools Board and the UAHT Board of Visitors and identified the venture as a direct collaboration between the HPSD and UAHT. There were approximately 50 attendees in addition to the representatives of the two Boards.

After the Letter of Intent to Apply for a District Conversion Public Charter School was submitted to the Arkansas Department of Education, a public hearing was scheduled and held in compliance of Arkansas Code Annotated §6-23-201. The Public Hearing was held in the Auditorium of the Johnny Rapert Library Complex on the campus of UAHT on April 26, 2018, at 6:00 p.m.

Approximately 100 people attended the public hearing. Included among those present were representatives from the Hope Public School Board and the Board of Visitors for the University of Arkansas Hope-Texarkana.

University of Arkansas Hope-Texarkana Chancellor Chris Thomason opened the hearing by welcoming the public participants. Hope Public School District Superintendent Bobby Hart provided a thank you to those present and introduced the Conversion Charter Team members, all of whom were available for questions. University of Arkansas Hope-Texarkana Dean of Institutional Effectiveness John Hollis gave a PowerPoint presentation that outlined the Hope Collegiate and Professions Academy mission, key programming features, innovations, and measurable goals. John Hollis then opened the public hearing for questions.

Superintendent Hart explained that the conversion charter proposal provides two sets of goals for students: (1) to create a path to a two-year college degree that is transferable to any public four-year college or university, and (2) create a path directly into the professions and workforce economy or military service.

There were 22 questions from the public hearing attendees. Questions ranged from general information regarding the timeline of completing the conversion charter application process, to the number of students admitted to the Collegiate Academy, qualifications, and the selection process. More specific questions addressed students' college status upon completion of the Collegiate Academy, eligibility for transfer scholarships, and Collegiate Academy students' participation in extracurricular activities.



There were questions and discussion about the difference between a conversion charter application and a public charter application. Chancellor Thomason and Superintendent Hart clarified that student eligibility for the Collegiate Academy required students to be enrolled in the Hope Public School District.

There were also inquiries into scheduling between traditional high school courses and college courses. The Vice Chancellor of Academics for UAHT explained a schedule had been developed that allowed integrated elective scheduling times in the 11<sup>th</sup> and 12<sup>th</sup> grade years. Superintendent Hart pointed out that the level of scheduling detail demonstrated that the joint venture between the two educational institutions had addressed most scheduling scenarios to avoid problems.

Both Chancellor Thomason and Superintendent Hart addressed the issue of student discipline. Collegiate Academy students will follow the Hope High School code of conduct. Collegiate Academy students are expected to academically and socially ready to be on a college campus. Collegiate Academy students are expected to conduct themselves like college students and may not be a distraction to the higher education learning environment. It was pointed out that this is seldom an issue with concurrent students already on the UAHT campus. The campus averages about 300 concurrent students per year and there have been minimal issues with conduct.

Online classes were addressed. Collegiate Academy students will take at least one college class online in an effort to provide students with an online college experience.

Parental involvement was discussed. The Collegiate Academy requires rigorous course work and will have some public service learning model embedded. Parents, guardians, and/or caregivers will be directly involved with College Academy students' education. The Hope Academy of Public Service contracts with parents will serve as a model.

There were particular questions and discussions regarding ACT preparatory classes, fees for those classes and the scholarships available for ACT preparatory classes through the UAHT Foundation. All students going into the 10<sup>th</sup> grade are encouraged to attend the preparatory classes. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades who want to raise their ACT score are encouraged to attend preparatory classes.

Chancellor Thomason addressed a question regarding the state funding formula and the no-cost aspect of the Collegiate Academy for students obtaining their simultaneous high school diploma. Chancellor Thomason assured those attending the public hearing that the Collegiate Academy is not a financial burden to the College. The joint venture between UATH and HPSD ensures the sustainability of the Collegiate Academy.

While there were questions about the specifics of how the Collegiate Academy would be set up and operate on a daily basis, there were virtually no negative comments by the public attendees. It appeared that all concerns of participants were address to their satisfaction.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***



## ADE EVALUATION      PART C-1:    PUBLIC HEARING RESULTS

### *Evaluation Criteria:*

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

CIRC Determination:

Fully Responsive

### 2.      Describe the educational need for the school by responding to the following prompts.

Explain the educational need for the charter in the district and/or geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

#### Applicant Response:

The Hope Public School District (HPSD), located in Hempstead County, Arkansas, serves approximately 2,349 students, district-wide, according to the 2017 Elementary and Secondary Education Act (ESEA) District Report. Enrollment for Hope High School averaged 583 in 2017, according to the Hope Public School District 45-Day Report for 2017-2018. There is a relatively equal mix between males and females. Hope High School is diverse in its ethnic demographics: African Americans comprise 47.4% of the enrollment, Hispanics 29.3%, and Caucasians 23.3%. Hope Pubic Schools participates in the Community Eligibility Program (CEP); 83% of HPS students qualify for free or reduced meals.

According to the ADE's My School Info data, Hope High School received an F rating and has an ESSA School Index Score of 50.44. Hope High School has a weighted achievement score of 18.53. The school has a value-added growth score of 77.59, a 4-year graduation rate of 82.18%, and a 5-year graduation rate of 71.1%. Hope High School's School Quality and Success score is 33.51.

According to the 2017 School District Report Card, 100% of Hope High School students were tested in English Language Arts (ELA) and Mathematics. The 2017 ELA student achievement was 34.78% (up from 27.4% in 2016) with a 2 year composite of 31.21%. The 2017 Mathematics student achievement was 24.92% (up from 23.36% in 2016) with a 2 year composite of 24.13%. The 2016 district graduation rate was 82.18% with a 3 year composite of 77.23%.

The 2017-2018 ACT 9<sup>th</sup> grade Aspire scores in English, math, science, reading, and writing, students ready or exceeding college-ready benchmarks fall far below Arkansas state averages (all except for English, more than 50% below the state average). The ACT 10<sup>th</sup> grade Aspire scores all fall more than 50% below Arkansas state averages. In some instances (math, science, and reading) less than 100 of the almost 600 students can expect to be successful in a corresponding credit-bearing college course.

The 9<sup>th</sup> Grade Hope High School 2017-2018 ACT Aspire scores documented a Percent Met Readiness Benchmark of 36% in English; 14% in reading; 10% in math; and 12% in science. The 10<sup>th</sup> Grade ACT Aspire scores were 32% in English; 14% in reading; 2% in math; and 8% in science.

The 2014-2016 percent proficient (all students, math plus ELA) was 45.15%. The 2017 percent proficient (all



students, math plus ELA) was 49.84%. Calculations for the proficiency percentage is based upon three years' data based on the number of students proficient or advanced for math added to the number proficient or advanced for literacy divided by the number of math and literacy tests. Hope High School falls just above the state designated benchmark of 49.5% proficient and advanced addressed in Arkansas Code Annotated § 6-15-425.

Currently Hope High School is falling significantly below the state averages in 9<sup>th</sup> and 10<sup>th</sup> grades for percentages that met the benchmark in English, reading, math, and science. In most cases the percentages are less than half of the state averages. Hope High School currently performs below the averages for the other two schools in the region, Blevins High School and Spring Hill High School.

The Hope Public School District (HPSD) has been aware of the need to change and has engaged in processes to adjust the way students are educated for almost a decade. The Hope Academy of Public Service (HAPS) was established as a middle school program designed to prepare students to be college and career ready. Key to the design elements of HAPS is working with the University of Arkansas Hope-Texarkana (UAHT) to prepare students to complete an Associate's Degree and partnership with the Clinton School of Public Service to help students become familiar with career opportunities in public service. Benchmark scores for HAPS, and the other district middle schools, indicate that progress is underway.

The 8<sup>th</sup> Grade 2017-2018 ACT Aspire scores for Percentage Met Readiness Benchmark for the Hope Academy of Public Service were 91% in English; 56% in reading; 45% in math; and 54% in science. The 8<sup>th</sup> Grade 2017-2018 ACT Aspire scores for Percentage Met Readiness Benchmark for Yerger Middle School were 63% in English; 28% in reading; 22% in math; and 26% in science.

Analysis of the ACT Aspire readiness benchmark scores for HAPS 8<sup>th</sup> grade and Yerger 8<sup>th</sup> grade compared to the Hope High School benchmarks addresses the educational need for a conversion charter school in the district. The 8<sup>th</sup> grade students at HAPS exceed the state benchmark for ELA readiness and fall just short of the benchmark for STEM. However, the HAPS 8<sup>th</sup> grade students out-perform the averages for both Hope High School and the State averages.

The 9<sup>th</sup> grade was added to HAPS in fall 2017. The 9<sup>th</sup> grade scores for HAPS are the first year of data collection. Without the Collegiate Academy, HAPS students would transition into the 10<sup>th</sup> grade with a much higher percentage who met the benchmarks than the Hope High School students in the same grade. The HAPS model to focus middle school students to college and career readiness shows signs of meeting the school's mission

The HAPS 9<sup>th</sup> Grade 2017-2018 ACT Aspire scores for Percentage Met Readiness Benchmark were 75% in English; 56% in reading; 31% in math; and 50% in science. The HAPS 9<sup>th</sup> grade scores compared to the 9<sup>th</sup> and 10<sup>th</sup> grade scores for Hope High School document the educational need for a conversion charter school. Hope High School 9<sup>th</sup> and 10<sup>th</sup> Grade 2017-2018 ACT Aspire scores were 36% and 32% in English, respectively; 14% in reading for both grades; 10% and 2% in math, respectively; and 8% in science for both grades.

The Collegiate Academy is an extension of the groundwork already underway within the HPSD. Expanding upon the key design element of partnering with UAHT to prepare students for college readiness, the Collegiate Academy magnifies college readiness into actual degree attainment. It is modeled on the Collegiate High School at Northwest Florida State College, which boasts a proven track record of academic and student success, parental satisfaction, and accolades from state and national education officials.

The conversion charter school proposed meets the intent of Arkansas Code Annotated § 6-23-102 by providing opportunities for teachers, parents, pupils, and community members to establish and maintain a public school independent from the existing structure of local school districts. The Collegiate Academy structure will improve student learning opportunities by allowing resolute students seamless access to both high school and college resources. The Academy design is for serious 10<sup>th</sup> through 12<sup>th</sup> grade students who are ready for and seek an environment of high-performance and college-level study.



Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

#### Applicant Response:

The primary reason why it is critical for the district to have a conversion charter high school is the academic performance data. In 2017, The Arkansas Department of Education ranked the Hope Public School District (199 out of 245 Arkansas school districts) in the bottom 20% within the state. Hope High School (ranked 256 out of 261 Arkansas high schools) is in the bottom 2% of state-wide high school percentiles. Beyond the prime educational realities within the academic performance data are the no less central ancillary social and economic actualities. Hope High School students qualify at 100% for free or discounted lunches. According to data.usa Hempstead County has a poverty rate of 27% and the median family income is \$32,122. The median family income level is below the annual household income qualification levels for participation in the Arkansas -School Breakfast and Lunch Program.

Around Hope, and throughout southwest Arkansas, education is the best chance for a better life. Social, economic, and educational realities necessitate a drive for public value attainments that require significant changes. The HPSD and UAHT have embarked on this joint venture with equivalent interests and stakes, and corresponding concerns and anxieties. The HPSD wants to see the success of implemented college readiness initiatives, such as the Hope Academy of Public Service, that lead to four-year college completions. UAHT wants to extend its trajectory toward high college persistence and completion rates. In the last 8 years enrollment at UAHT has increased steadily, moving the College's statewide rankings from 19<sup>th</sup> to tenth out of 22 two-year colleges. In the past five years graduation credentials awarded have increased 21.9%. The College's vocation is to blend quality education with a memorable college experience that prepares students to succeed in life. The Collegiate Academy redesigned conversion high school model fulfills the individual missions of both educational institutions and builds upon their shared interests and concerns.

With the shared interests and concerns, however, comes shared responsibility. Creating a new model of education requires interweaving the threads of full immersion and cost containment with filaments of personalized and adaptive instruction. Simultaneous high school and college degree attainment is critical to the Collegiate Academy's mission. Total immersion into a collegiate experience empowers college-interested low income and first generation students and enables them to seek academic and career pathways through college-level study and skill attainment. A study by Stanford University's Center for Research on Education Outcomes (June, 2013) found minority students from low-income families benefit from charter schools more than their peers in other groups. The Collegiate Academy has the ability to redesign institutional cultures from both sides of the educational spectrum with a declared special commitment to low-income, first generation, immigrant, and minority students

The conversion charter school proposed on the UAHT campus meets the intent of Arkansas Code Annotated § 6-23-102 to establish and maintain a public school independent from the existing structure of local school districts. The Collegiate Academy structure will improve student learning and student learning opportunities by allowing students seamless access to both high school and college resources. The Collegiate Academy design is for serious 10<sup>th</sup> through 12<sup>th</sup> grade students who are ready for and seek an environment of high-performance and college-level study aimed specifically at degree completion not currently available to them at a traditional high school.

Taking college-level classes in high school allows students to explore subjects or professions that may be of interest to them, to ignite academic passions they may have never felt, and to learn the discipline of time-management and study skills necessary for college or a professional work environment. Concurrent credit enrollments fulfill many of the benefits of gaining college-level credits in high school. The Collegiate Academy, however, meets an educational need far beyond traditional concurrent credits. Rather than a collection of random college credits, the Academy addresses college and career readiness through actual associate degree attainment. Skills necessary to complete coursework for baccalaureate degree attainment are generally parallel with those needed for success in the labor market. The Collegiate Academy design meets an educational need not available in a traditional high school setting by speaking to the core skills necessary for long-term success in



career or college coupled with contextual factors, including curriculum, broader educational policies, expanded resources, and the influence on students, teachers, parents, and the community because of those contextual factors.

Hope Collegiate Academy students will develop personalized success plans as pathways to achieving individual educational goals within state frameworks and college-level student outcomes. Success plans provide a clear pathway to graduation and help them make connections between their studies and different educational or career tracks. Often high school students are presented with enough options that it makes it difficult for them to make informed choices. Collegiate Academy students will make informed choices about degree or certificate programs that meet their individual educational and career goals. While students will have the opportunity to explore a general range of educational options, they will explore those options without losing time or credits toward degree. The rigorous program fully immersed in a college-supportive environment moves students toward an Associate of Arts degree or targeted professional credential and prepares them for continued post-secondary college work directed toward self-fulfilling aspiration and life sustaining careers.

Degree-attainment success is where the Hope Public School District, UAHT, and the Collegiate Academy converge. The Collegiate Academy will measure student success specifically by students: (1) earning a certification, qualification, or college degree simultaneously with their high school diploma; (2) engaging deeply in rigorous college-level materials; (3) obtaining the cognitive, academic, and social skills necessary to lay the groundwork for future occupation; and (4) developing the ability to see the world with a critical eye, ask good and relevant questions, and know how to seek germane answers to those questions.

Post-secondary college and career readiness is a process, not a point in time. It is important to view the process of preparing students for post-secondary college completion as one that encompasses all levels of their educational experiences. If students are to have a fighting chance of obtaining a four-year college degree, their progress must be monitored so that deficiencies in their foundational skills can be identified early and all likely barriers are either removed or mitigated. The Hope Collegiate and Professions Academy utilizes education as a personal empowerment for success in higher education and professional careers. Achievement is based upon principles of quality education and technological sophistication in an environment that is dedicated to student success and accountable for college-level student achievement. The Collegiate Academy's aim, like that for all UAHT students, is to transform students' lives through learning opportunities directed toward self-fulfilling aspirations and life sustaining careers.

The Academy, with its location on a college campus, immersion of students in a deeply engaged college environment, simultaneous diploma and degree achievement, innovative educational options, personalized student success plans, and the joint venture between secondary and post-secondary educational institutions, meets an educational need specific to the Hope Public School District through innovations and educational options previously not offered by Arkansas public schools.

Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

#### Applicant Response:

The essence of any innovation subsists upon a single question: "what could we do differently?" Curriculum and course content are no longer the core differentiators. Innovative education adapts to students' needs, life circumstances, economic realities, and individual aspirations. Knowledge and learning expand beyond subject matter to include skills development and increasingly complex progressions that better coordinate and align with workforce needs. The Collegiate Academy creates a new model of education; one of full college-level immersion coupled with cost containment and personalized learning paths. Placing student learning environments on the Hope campus of UAHT engages high school students with a sense of a college community. Studies have indicated for years that one of the best predictors of dropping out of college is the failure to feel a



sense of connection and belonging.

Typically Arkansas charter schools integrate curriculum models whereby students fulfill high school graduation requirements supplemented by concurrent credit courses, technical program exposure, and other college and career-readiness initiatives. The Collegiate Academy, however, shifts the focus away from college and career-readiness onto actual college-level degree attainment and completion. Collegiate Academy students finish their senior high school year not just college-ready, but college-verified, and college accomplished. College-level completion immediately elevates them toward attaining a four-year degree or toward entering the workforce at educational readiness levels beyond entry-level positions.

Collegiate Academy students who complete their two-year degree are eligible for the Academic Challenge Program funded in large part by the Arkansas Scholarship Lottery. Currently that would mean that in addition to other financial aid resources, Collegiate Academy students would be eligible to receive \$4000 through the Lottery Scholarship for their junior year and \$5000 for their senior year. Having completed the first two years of their post-secondary education at no cost, \$9000 toward completion of their four-year degree is a light at the end of a long and dark educational tunnel for many students.

Research studies conducted nationwide identify four main barriers to students obtaining (or even pursuing) a college degree. Overwhelmingly college-qualified students who did not enroll in college pointed to cost as the primary obstacle to their enrollment. In addition to the stress of determining how to pay for college, students identified other barriers that affected their ability to stay in college in pursuit of a degree. Roadblocks included an array of academic skills needed to take on college courses, general misconceptions about what college is, and inadequate support networks that kept students from making the connections to a campus to facilitate a sense of belonging.

The Collegiate Academy design addresses each of the identified barriers specifically.

- (1) Cost Effectiveness: The primary critical programming aspect of the Collegiate Academy is that it enables serious 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students to simultaneously earn both a standard high school diploma and a transferable two-year college degree. All the while, the Collegiate Academy is a public school that is free of charge to students. College-credit classes, textbooks, transportation, student services, and college resources are all provided at no cost. This charter benefit reduces time-to-degree and promotes an alignment between secondary and post-secondary sectors. The cost savings for families are transformative in terms of degree attainment. Were a student to pursue his or her two-year degree after receiving a high school diploma costs would range between \$5500 and \$17,000. For many students' families that is the determining factor of whether to go to college or not.
- (2) Academic Skills: A possible explanation to why students leave high school unprepared for post-secondary education is that the two educational institutions set readiness expectations independently of one another. The Collegiate Academy's core curriculum support fills that gap between what high schools teach and what colleges expect. The partnership in curriculum development and instructional methodology between HPSPD and UAHT allows both institutions to set reliable guides that focus teaching directly on helping students who are on a path of post-secondary degree attainment and equivalent career readiness.
- (3) College Misconceptions: Post-secondary knowledge and skill, whether for college or career encompass comparable expectations in today's world. Many students leave high school with a diploma in hand but no clear path forward. High school credit accrual for graduation cannot be an end goal, but rather a starting point for future career success. Collegiate Academy students' early introduction to and immersion in a college campus environment cultivates them into the unique culture and language of higher education. Collegiate Academy students will have access to and the benefits of all wraparound services available through UAHT. The Collegiate Academy design reduces degree completion time, saves families money, and positions students to make educational and career choices.



- (4) College Connections: Finally, the extent to which students feel connected to a college campus plays a strong role in college completion. Collegiate Academy student-to-student interactions, engagement with professional faculty and staff, and overall daily campus environment address any feelings of disconnection.

The Hope Public Schools 45-Day Report for 2017-2018 focused on improvement goals in two primary areas: (1) designing and delivering “coherent instruction throughout the class period using a guaranteed and viable curriculum,” and (2) engaging “students in learning.” Methods of measurement include concentrating on daily learning outcomes and utilizing formative assessment to drive instruction.

The Collegiate Academy uniquely addresses the focus of the high school's improvement plan. Engaging students through coherent instruction is elevated through college-level instructional techniques. When students are not just checking off boxes because they know the answers, they are connected to cognitive content engagement. College students learn as much (if not more) outside of a class room than inside. Having Collegiate Academy courses structured like college-level courses as early as the 10<sup>th</sup> grade, and students exposed to and interacting with college students, along with the resources that higher education makes available to them, deepens and enriches any knowledge they would acquire in a classroom.

Measuring instruction in higher education requires evaluating the entire student learning experience, not just what happens in the classroom. Learning experiences are affected by the population of students at an institution, the culture and climate of an institution, institutional goals and expectations, students' life-long goals, and instructor's goals for learning within their classroom. Collegiate Academy students will be influenced by multiple factors, unique to their immersion in a collegiate environment that will be associated with all measures of instructional and institutional quality. Accountability measures include meeting Arkansas academic standards and post-secondary placement requirements, exposure to foundational career clusters and employability skills, and alignment with transfer articulations and baccalaureate programs.

District data signifies why the structure of the Academy must be distinguishable from the traditional school district model. Proven instructional styles and innovations, integrated academic seminars, a senior graduation capstone project requirement, and a foundation upon a culture of reading through a variety of reading initiatives are innovations designed to ignite academic passions and fulfill current educational gaps.

## ADE EVALUATION      PART C-2:   EDUCATIONAL NEED

### *Evaluation Criteria:*

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- **Consider emphasizing how the charter school will be different than what is provided at the district high school.**
- **Consider describing how the charter's joint effort with the college will impact the community.**
- **Consider providing examples of the potential impact on first generation and minority students.**



## Applicant Response:

### 1. Location of Hope campus of UAHT

- a. Allows students to thrive in a college environment blended with their high school experience.
- b. Students experience a variety of college-level instructional styles and establish a college mind set on a college campus throughout their high school years.
- c. Places students in a dynamic learning environment with wrap around services and resources available on a college campus as early as their sophomore year.
- d. Collegiate Academy students are familiarized with the culture and language of higher education in learning environments that will play an effective role toward their post-secondary college completion or equivalent professional career.
- e. Daily interactions with college professionals builds the self-assurance and self-reliance necessary for college and career readiness beyond entry level and exposes students to choices and channels unavailable to them in a traditional high school setting.

### 2. Immersion into a deeply engaged college environment

- a. Collegiate Academy students gain a familiarization with college faculty throughout their high school years.
- b. Familiarity with the college environment increases and intensifies exponentially as students progress through their high school/early college educational attainment.
- c. Collegiate Academy students are exposed, as early as their sophomore year and throughout their junior and senior years, to the skills necessary to be successful at the college level and in a college setting.
- d. Collegiate Academy student-to-student interactions, engagement with credentialed faculty and professional staff, and the overall daily campus environment addresses any feelings of disconnection students may experience in their future college or workplace pursuits.
- e. Collegiate Academy students experience how the culture of college is different from that of high school.

### 3. Simultaneous diploma and degree achievement

- a. All students, regardless of their educational or professional career track, earn the state minimum core required for Associate of Arts, Associate of Science, and baccalaureate degrees mirrored with credits required for a high school diploma.
- b. Professional career focus tracks fulfill the UAHT degree requirements to earn an Associate of General Studies coupled with either a Certificate of Proficiency or a Technical Certificate.
- c. The Collegiate Academy is an expansion on dual enrollment and goes beyond college-readiness programs to verified college achievement.
- d. Simultaneous degree attainment makes the distinction between being eligible for college and being college-verified.
- e. Collegiate Academy students move to new educational heights, beyond course content, through universal academic experiences necessary for life-long learning and sustained success.

The most direct impact on southwest Arkansas and the surrounding regions will be the social, economic and educational realities realized through both high school and college persistence and completion rates. The Collegiate Academy is a public school that is free of charge. College-credit classes, textbooks, transportation, student services, and college resources are at no cost to district families. Reduction in time-to-degree attainment and the cost savings to families alone are impactful.

Other demonstrative effects include:

- the eligibility of students into the Arkansas Academic Challenge Program
- students earn the ADHE state minimum core regardless of their chosen career track
- the curriculum meets Arkansas Course Transfer System (ACTS) eligibility requirements
- college-level completion elevates students toward a four-year degree or toward entering the workforce at higher educational readiness levels and earning potentials
- simultaneous degree attainment helps address families' opportunity costs whereby students have to forego wages or helping with other family obligations while trying to obtain a post-secondary degree



- o simultaneous degree attainment is personal empowerment toward success in higher education and professional careers

The Collegiate Academy has much potential impacting first generation and minority students:

1. Collegiate Academy students receive a comprehensive and calculated program calibrated to their abilities, skills, interests, and needs.
2. First generation and minority students can explore educational and career options without losing time or credits toward their degree.
3. The setting, emphasis, and messaging is consistently toward college degree attainment.
4. Collegiate Academy students' early introduction to and immersion in a college campus environment cultivates them, and their families, into the unique culture, customs, and language of higher education.
5. Presence on the Hope campus of UAHT gives student access to and the benefits of all wraparound college services.
6. The Collegiate Academy serves as a new model of education where immersion and cost containment correspond with personalized and adaptive instruction.
7. Cost savings for a family between \$5500 and \$17,000 per year for the first two years of college enrollment.
8. The emphasis shifts from whether or not to attend college to students' focus on their life goals and successful transitions beyond a two-year degree.
9. The Collegiate Academy is a unique position to positively impact institutional cultures from both sides of the educational spectrum.
10. Approximately two-thirds of the students enrolled at UAHT are the first in their families to attend college. College faculty members are experienced in creating learning environments that are grounded in best practices, yet encourage, support, and bolster students toward sustained success.

3. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
65% of students ready or exceeding on ACT Aspire Summative Assessment in English	Arkansas Mandated Assessment	10th Grade English Ready Score of 428* or higher	Spring of 10th grade year
50% of students ready or exceeding on ACT Aspire Summative Assessment in Reading	Arkansas Mandated Assessment	10th Grade Reading Ready Score of 428* or higher	Spring of 10th grade year



60% of students ready or exceeding ACT Aspire Summative Assessment in Writing	Arkansas Mandated Assessment	10th Grade Writing Ready Score of 428* or higher	Spring of 10th grade year
40% of students ready or exceeding on ACT Aspire Summative Assessment in Math	Arkansas Mandated Assessment	10th Grade Math Ready Score of 432* or higher	Spring of 10th grade year
45% of students ready or exceeding on ACT Aspire Summative Assessment in Science	Arkansas Mandated Assessment	10th Grade Science Ready Score of 432* or higher	Spring of 10th grade year
80% of students ready or exceeding on ACT Aspire Summative Assessment in ELA	Arkansas Mandated Assessment	10th Grade ELA Ready Score of 428* or higher	Spring of 10th grade year
40% of students ready or exceeding on ACT Aspire Summative Assessment in STEM	Arkansas Mandated Assessment	10th Grade STEM Ready Score of 432* or higher * Score based on 2017 ready scores on ACT Aspire Summative Assessment for Arkansas	Spring of 10th grade year
100% of students will complete and maintain a Personal Success Plan (PSP) each year	Personal Success Plans (PSP)	100% participation in college and career readiness plans	Each semester of participation in the Collegiate Academy, updated annually
100% of students will create and maintain an ACT Profile account	ACT Profile Account	100% participation in annual ACT Profile account	Created in 9th grade, updated annually in 10th, 11th, and 12th grades
100% of students with a College Ready Score on the ACT in English	ACT Score or Equivalent	College Ready Score of 19** in English ** Score based on Arkansas Department of Higher Education requirement for concurrent course enrollment	ACT offered each year. Mandatory 11th grade year. Cycle 7 report for seniors
100% of students with a College Ready Score on the ACT in Math	ACT Score or Equivalent	College Ready Score of 19** in Math	ACT offered each year. Mandatory 11th grade year. Cycle 7 report for seniors



100% of students in Composition I and Composition II pass both courses	College transcript	Passing score in ENGL 1013 and ENGL 1023 of 70% or higher	Each semester courses are offered in the 11th grade year
80% of students complete college classes with a 2.75 grade point average or higher	College transcript	GPA calculation of 2.75 or higher	Each semester students are enrolled in college-level courses
100% of students complete the Collegiate Academy with a high school diploma	High school transcript	High school diploma	Spring of 12th grade year
80% of students complete the Collegiate Academy with a simultaneous high school diploma and a college credential	High school transcript and college transcript	High school diploma and college degree or certificate	Spring of 12th grade year
100% of students attend a financial aid workshop provided by UAHT	Financial Aid Workshop records	100% participation in financial aid workshop	Fall and/or spring of 12th grade year
100% of students complete and submit at least one application for admission to a four-year institution	Collegiate Academy Counselor Report	Admission application form	Fall and/or spring of 12th grade year

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The Collegiate Academy performance goals are based upon the distinguishing programmatic features and educational principles identified in the mission documents of the charter school. The goal percentages of the Arkansas Mandated Assessments (currently ACT Aspire Summative Assessments) are above the current state achievement percentages and all other district high school percentage scores in each of the benchmark subject areas based off of 2016-2017 ACT Aspire Scores. The performance levels that demonstrate achievement are state readiness scores. The ACT college readiness scores in English and math align with Arkansas law requirements for high school students taking college-level courses.

The goals related to Arkansas Mandated Assessments address the core mission of the Collegiate Academy. Percentages, benchmarks, and assessments directly address the needs of high school students who aspire to undertake college-level study. The goals acknowledge a rigorous academic environment that implements processes for student success at college-level depth, breadth, and pace. Goal achievement aligns with the Collegiate Academy vision through high academic standards in academic and transfer preparation and workforce development necessary to foster lifelong learning and success. Achievement mirrors ADE's aggregation of indicators that focus on students meeting important educational milestones (such as reading proficiently), important readiness criteria (minimum ACT score of 19 for Arkansas Academic Challenge Scholarship), and important post-secondary success indicators.



The goal of 100% of students creating, maintaining, and annually updating a Personal Success Plan (PSP) gives students a portfolio that includes college and career planning, interests, abilities, and values inventories, and interactive, personalized career and college major maps. Personal Success Plan updates achieve the Collegiate Academy mission by requiring students to develop interests in serving communities in ways that utilize each student's personal strengths and interests.

The goal of 100% of students creating, maintaining, and annually updating an ACT Profile account fortifies each student's PSP. The profile account is a free, online tool available to all students and allows students to maintain a digital portfolio through ACT Profile.

The goal of 100% of students receiving a high school diploma and passing college-level Composition I and Composition II classes address core college and career readiness needs and is beyond the current district graduation rate. The goal of 80% of students achieving a cumulative grade point average of 2.75 in college-level classes is above the 2.00 requirement that students need to transfer college credits to a four-year institution, and above the 2.5 requirement for eligibility to participate in the Arkansas Challenge Scholarship programs, and yet is a realistic mastery demonstration of knowledge and skill. The goal of 80% of students completing the Collegiate Academy with simultaneous degree attainment is at the center of the Collegiate Academy fulfilling its mission, as is the 100% goal of students completing and submitting an admissions application to at least one four-year institution of higher education.

The goal of 100% of students attending a financial aid workshop addresses the top-cited barrier to post-secondary completion for low-income students. Financial aid workshops help students and their families ascertain the complex set of choices about how to finance future education. Many of those choices affect students and families not only as they apply to college but as they persist semester-to-semester following enrollment. Post-secondary degree attainment involves a number of substantial direct and indirect costs, including tuition, fees, books, transportation, and living expenses. Students and families also face an opportunity cost, whereby students who are going to class or studying forgo wages that could have been earned or the time that could go toward helping with other family obligations.

The grade point average and diploma and simultaneous degree attainment goals realize the mission of the Collegiate Academy through student academic proficiency, skills of intellectual inquiry, and aptitudes of the continued acquisition and application of knowledge.

All of the goals and performance levels are specific and measurable. They tie directly to the parallel Collegiate Academy innovations of college-level immersion and simultaneous degree attainment, and measure engagement, access, readiness, completion, and success criteria. They challenge the Collegiate Academy to be a fully integrated college environment serving students at college-level standards through stated student learning outcomes. They require that the learning environment is accountable for student achievement and responsible for the quality of educational programs through ongoing assessment and a commitment to serve all stakeholders as a public obligation.

The evaluation plan for the goals and performance levels is designed to collect qualitative and quantitative data to be analyzed for formative and summative indicators of progress toward achieving annual and overall objectives related to the Collegiate Academy. The evaluation plan follows a continuous improvement model based on review and analysis of project strengths and deficits and on implementation of programmatic changes as needed. As with regular practices of higher education evaluation and review, the Collegiate Academy will regularly look for opportunities for evaluation or knowledge-building about new systems that can be used to improve both UAHT and Collegiate Academy practices.

Arkansas Department of Education Accreditation Standard 7.01 specifically states that education is a state responsibility. The goals, assessment instruments, and performance levels meet the Accreditation Standard as a framework for school district planning, having a set of statewide and national goals for education, and as a long-term plan to meet the goals as developed.

The evaluation plan is tied to proposed Collegiate Academy outcomes and provides useful information to Collegiate Academy personnel and stakeholders. Regular reports are provided to both HPSD and UAHT for



recurring review. Evaluations are designed to meet all Collegiate Academy goals and objectives within proposed timelines and budgets. The continuous assessment model of formative and summative evaluation is aimed at performing evaluations that integrate with UAHT institutional processes already in place. The collection and analysis of quantitative and qualitative data to effectively evaluate program outcomes and programmatic changes will identify and address any problems and unintended outcomes of the overall project.

All data collection procedures are supervised by the Collegiate Academy Dean, who will maintain and ensure appropriate methodologically and sound procedures for data collection. Regular meetings and reports will support process evaluations and accountability. Timelines for any regularly or naturally occurring data collections (such as semester beginning or end) will structure data collection timetables.

Because formative evaluation is especially critical during the implementation and phase-in stages of the Collegiate Academy, the Collegiate Academy Dean will conduct formative evaluation throughout each semester. Summative evaluations, conducted at the end of each academic year will focus on making value-based judgements about achievement of Collegiate Academy goals and objectives. Measures of performance and effectiveness are embedded into the Collegiate Academy operations and design. Evaluation is therefore a tool for improvement that supports and directs adjustments throughout the course of the charter implementation and continuation.

Goal attainment meets the needs of the Collegiate Academy and fulfills its mission through the utilization of education as a personal empowerment for success in higher education and professional careers. Each goal, assessment, performance level, and timeframe is intended specifically to transform students' lives and direct them toward self-fulfilling aspirations and life sustaining careers. Each goal values high academic standards; each performance instrument and achievement level signifies ethical trustworthiness and continuous improvement accountability. Timeframes are responsive to the needs of students and the stakeholders served.

The mission of the Collegiate Academy is simultaneous diploma and degree realization. The distinguishing programmatic feature is a three year curriculum and college-immersion and exposure that shift the focus from college and career-readiness to actual college-level degree attainment. Degree attainment serves as a personal empowerment for success in higher education and professional careers.

## ADE EVALUATION      PART C-3:    ACADEMIC ACHIEVEMENT GOALS

### *Evaluation Criteria:*

- Specific goals in reading, English, writing, mathematics, and science that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

CIRC Determination:

Fully Responsive



4. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

## HIGH SCHOOL COURSES

### Language Arts (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
9th Grade English	9	2019	1
10th Grade English	10	2019	1
Composition I ENGL 1013	11	2019	1
Composition II ENGL 1023	11	2019	1
World Literature I ENGL 2023	12	2019	1
World Literature II ENGL 2123	12	2019	1
Total Language Arts Units			6

### Science (5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Physical Science	9	2019	1
Biology	10	2019	1
Chemistry I CHEM 1113	12	2019	1
Biology BIOL 1204	12	2019	1
Essential AP I	11-12	2019	1
Essential AP II	11-12	2019	1
Microbiology	11-12	2019	1
Total Science Units			7

### Fine Arts (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Art Appreciation ARTS 2003	11	2019	1
Band I	9	2019	1



Course Name	Grades Offered	Year of Introduction	Credit Unit
Band II	10	2019	1
Band III	11	2019	1
<b>Total Fine Arts Units</b>			<b>4</b>

### **Social Studies (4 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Economics	10	2019	0.5
Civics	10	2019	0.5
Sociology SOCI 2413	11	2019	1
U.S. History II HIST 2023	11	2019	1
American Government	12	2019	1
World Civilization II HIST 1123	11	2019	1
Arkansas History HIST 1023	12	2019	1
Psychology PSYC 2303	12	2019	1
<b>Total Social Studies Units</b>			<b>7</b>

### **Career & Technical Education (9 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Critical Reading I	9	2019	1
Critical Reading II	10	2019	1
General Tool and Safety	11-12	2019	1
Introduction to Computers CISS 1213	10	2019	0.5
Career Readiness and Decision Making	11	2019	1
Blueprint Reading	11-12	2019	1
Mechanical Devices	11-12	2019	1
Basic Electricity	11-12	2019	1
Basic Welding	11-12	2019	1
MIG Welding	11-12	2019	1
TIB Welding	11-12	2019	1
CNA I	11-12	2019	1
CNA II	11-12	2019	1
CNA III	11-12	2019	1
Phlebotomy	11-12	2019	1
Medical Terminology	11-12	2019	1



Course Name	Grades Offered	Year of Introduction	Credit Unit
Accounting I	11-12	2019	1
Introduction to Business	11-12	2019	1
Coding	11-12	2019	1
<b>Total Career &amp; Technical Education Units</b>			<b>18.5</b>

### Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Algebra II	10	2019	1
Quantitative Literacy MATH 1153	12	2019	1
College Algebra MATH 1053	12	2019	1
Geometry	9	2019	1
Foundations of Math	10	2019	0.5
Elementary Statistics MATH 2003	12	2019	1
Calculus I MATH 2015	12	2019	1
<b>Total Mathematics Units</b>			<b>6.5</b>

### Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Personal and Community Health PHED 1213	9	2018	0.5
Physical Education	9	2018	0.5
Speech SPCH 1313	11	2019	0.5
Introduction to Computers CISS 1013	10	2019	1
College Life Skills EDGE 1013	10	2019	1
Senior Capstone	12	2019	1
<b>Total Other Units</b>			<b>4.5</b>

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	6
Science (5 Units Required)	7
Fine Arts (3.5 Units Required)	4
Social Studies (4 Units Required)	7
Career & Technical Education (9 Units Required)	18.5
Mathematics (6 Units Required)	6.5
Other (4.5 Units Required)	4.5
<b>Total (38 Required)</b>	<b>53.5</b>



## ADE EVALUATION      PART C-4:    SCHEDULE OF COURSES OFFERED

### *Evaluation Criteria:*

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

CIRC Determination: **Partially Responsive**

### Concerns and Additional Questions:

- **Verify that the full Advanced Placement spectrum will be offered.**
- **Verify if all concurrent credits will be offered for both semesters.**
- **Explain which student credit will be equated to Composition I.**
- **Verify that keyboarding will be offered.**

### Applicant Response:

Advanced Placement courses offered on the Hope High School campus are available to Collegiate Academy students. Collegiate Academy students interested in Advanced Placement courses may enroll in AP classes within their Collegiate Academy schedule.

The Hope campus of UAHT offers all general education curriculum courses each semester of the academic year. Collegiate Academy students who require any concurrent credit hours to complete their simultaneous degree attainment will be placed in a concurrent class during the semester required.

Composition I is equated to 11<sup>th</sup> grade English.

Keyboarding (CISS 0033) is offered as part of the regular UAHT curriculum. The course provides beginning training in the touch operation of the alphabetic and numeric keyboards. Basic computer skills are introduced to provide job skills necessary in many careers with computer use. Keyboarding is considered a basic skills course and does not count toward a college-level degree or certificate.

### Remaining Concerns:

- **Explain how Composition 2 will be counted toward high school credit and whether they will be offered in both semesters.**

5. Describe the educational program to be offered by the charter school. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

### Applicant Response:

The educational foundation of the Collegiate Academy is academic and technical education for the serious high school student who is prepared and wants to undertake college-level study. The three-year curriculum enables students to complete a high school diploma and an associate degree, simultaneously, in either academic transfer or technical workforce education. The distinguishing foundational principle is students experience a variety of college-level instructional delivery and learning styles, exposure to technology-across-the-curriculum,



incorporated and integrated academic seminars, exposure to a culture that values reading, meaningful community outreach, and an extremely cost effective head start toward a four-year college degree.

The curriculum for the Collegiate Academy was developed and designed through conscientious strategies and cooperative efforts between HPSD and UAHT. In compliance with ADE Accreditation Standard 10.3, all instructional materials provide complete coverage of subjects within curriculum frameworks to fit the achievement levels of the students. The high school courses meet all Arkansas standards for high school graduation. The minimum core college courses apply toward the general education core curriculum requirements for baccalaureate degrees at state-supported higher education institutions and are fully transferable.

For students who want to be on a four-year college completion track, the Associate of Arts curriculum meets Arkansas' eligibility requirements under the Arkansas Course Transfer System (ACTS) to transfer to Arkansas' four-year public higher education institutions as junior status in baccalaureate degree programs. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of credits for admission and degree requirements. The general education courses that are a part of the Associate of Arts degree track for Collegiate Academy students are pre-identified for transfer and benefit students, parents, and academic advisors by providing accurate and up-to-date comparable course information for educational planning and informed decision making. A valuable programming aspect for post-secondary degree seeking students is those who complete their two-year degree along with their high school diploma are eligible for the Academic Challenge Program funded in large part by the Arkansas Scholarship Lottery. Currently that would mean that in addition to other financial aid resources, Collegiate Academy students qualify for \$4000 through the Lottery Scholarship for their junior year and \$5000 for their senior year. Having completed the first two years of their post-secondary education at no cost, Academic Challenge funding toward completion of a four-year degree can be the deciding factor in obtaining a baccalaureate degree.

Another significant programming aspect of the Collegiate Academy is that all students, regardless of their educational or professional career track, earn the state minimum core required for Associate of Arts, Associate of Science, and baccalaureate degrees mirrored with credits required for high school graduation. Those simultaneous high school graduation credits and Arkansas state minimum core college credits are transferrable to other Arkansas institutions of higher education.

There are three professional career focus tracks available to Collegiate Academy students that build off of the Arkansas state minimum core. All three fulfill UAHT degree requirements to earn an Associate of General Studies coupled with either a Certificate of Proficiency or a Technical Certificate. Students can pursue a professional career track in Business Technology, Health Professions, or Industrial Maintenance and Welding. The curriculum of the professional career focus tracks includes degree-specific college-level courses taught by program credentialed college faculty.

In conjunction with meticulous curriculum design, HPSD and UAHT personnel deliberated, examined, and analyzed instructional methods used to support core classes. Central to those deliberations was the consensus that the Collegiate Academy's principal mission is simultaneous degree attainment coupled with early college immersion. Analysis of necessary instructional methods involves creating effective learning environments, meaning a totality of surroundings and conditions. From physical space to its virtual equivalent, organizational principles connect the features that affect teaching and learning into the settings where intentions and design merge.

Teaching and learning strategies for the Collegiate Academy will mirror those of the University of Arkansas Hope-Texarkana. The College's motto, "your bridge to the future," is a promise to constituents to always act as a passageway and never as a barrier. Bridging the relationship between teaching and learning is one of human engagement. The College fulfills its mission when students experience intellectual growth, it lives its mission by articulating what students know and can do upon completion of an educational program, and it demonstrates its mission by assessing the mastery of the intended student learning outcomes. As described in how the Collegiate Academy mission statement was developed, guiding principles and core values of HPSD and UAHT are incorporated into the Collegiate Academy Mission Statement that genuinely and consistently serve all of the schools represented.

The joint venture between HPSD and UAHT demonstrates that the two institutions are facing the contemporary



challenge of helping students develop and maintain a complex set of life skills. Both entities want students to leave the Collegiate Academy with a competitive edge. That means each has to think differently about educational programming and where and how learning takes place. Twenty-first century learning goes beyond the physical environment. Whether teaching comes from an instructor standing in front of a classroom or from the technologies allowed by the amenities of a digital age, the catalyst of effective learning is created by people. Information technology may result in different thoughts about where and how learning takes place, but active and collaborative learning, critical thinking, and knowledge creation remain the hallmarks of all educational pursuits. While the circumference of effective teaching and learning environments may be growing, the skills, knowledge, and attitudes toward learning remain grounded at the center.

Central to all educational programming, and thereby learning, is student need. Currently the HPSD is not fully serving the needs of district students who demonstrate college-level proficiencies. The HAPS middle school program is making progress in preparing students to be college and career ready. Examination of the ACT Aspire readiness benchmark scores for HAPS 8<sup>th</sup> grade students compared to the Hope High School benchmarks clearly shows that HAPS 8<sup>th</sup> grade students are out-performing the averages for both Hope High School and the state averages. The Collegiate Academy addresses the needs of those college and career-track students. Presently Hope High School benchmarks scores indicate that when 9<sup>th</sup> grade college-ready student transition into 10<sup>th</sup> grade, and subsequently into 11<sup>th</sup> and 12<sup>th</sup> grade, they potentially do so at their peril. They are in all likelihood performing at academic preparedness levels above their currently benchmarked peers. Theoretically (although more likely realistically and accurately) college-ready high school students are in classes taught by instructors who face the daily challenge of meeting the needs of all of their classroom students. College-ready students may not be served by educational programs, curriculum, or instructional methods to meet their academic capabilities.

A curriculum, programming, and instructional methodology offered by the Collegiate Academy is fortifying academically prepared students through a culture that validates the teachers are teaching and students are learning. Collegiate Academy students begin a familiarization with college faculty as early as the 9<sup>th</sup> grade, and that familiarity increases and intensifies exponentially as they progress through their high school/early college educational attainment. Collegiate Academy students' exposure to college faculty in their formative high school years that intensifies throughout their junior and senior year exposes students to the skills necessary to be successful at the college level.

Likewise, college faculty members have the credentials, capability, and contextual experience to facilitate various Collegiate Academy students' learning styles. Faculty members utilize multiple learning formats by understanding the forces that affect learning and utilizing those that are most appropriate. College faculty members, and particularly two-year college faculty, know how to meet learners where they are. The nature of a college education is to guide students toward new educational heights but on many levels and across different disciplines. Approximately two-thirds of all students enrolled at UAHT are the first in their families to attend college. College faculty members are well versed in creating learning environments that are familiar and reassuring, yet move students beyond course content into and through universal academic experiences necessary for life-long learning and sustained success.

All UAHT faculty members are credentialed in the courses, disciplines, and programs for which they are responsible. The College strictly maintains compliance with institutional policy regarding faculty credentials and with the Higher Learning Commission's Guidelines for Determining Qualified Faculty. College policy outlines a process for verifying and approving individuals to teach courses based upon formal education or tested experience to know what students must learn and toward effective teaching and learning methods. College faculty members are accolated to persistence and completion initiatives designed toward academic success.

Collegiate Academy students' recurrent contact with college-level faculty and college campus personnel will play a great part in creating the particular pathways through which students gain competencies, knowledge, and skills. The course curriculum processes verify the tenacity of student learning outcomes and the course pathways for student success. Active and collaborative learning strategies are integrated into teaching general education and other gateway courses to engage students.

The hallmark of effective learning environments is demonstrating the ability to move beyond creating and transferring knowledge into behavior modifications that reflect new insights, technologies, and information. Capabilities valued as workplace competencies mirror those of a college degree. Most students eventually work



in either the public or private sector. College faculty teaching and learning strategies are resolute in their efforts to determine that students leave the institution with the disciplinary competencies appropriate for effectiveness in post-secondary degree attainment, the workplace, and leadership in society. The emphasis shifts from group instruction to individualized instruction, with students taking more responsibility for gathering information to be shared and applied through interactive class meetings. Learning by leading facilitates students' personalized learning instruction toward higher student achievement and increased student engagement.

The service learning component of the Collegiate Academy prepares students to think regionally, nationally, and globally. Service learning as curriculum and as capstone projects enhances the education of students and allows them to apply their knowledge and skills as decisive actions addressing public, private, and not-for-profit sectors.

Foundational to the curriculum, programs, and instructional methods for the Collegiate Academy is students' understanding and appreciation of higher education. Nothing is more basic to the college experience than learning. But learning is bound neither by the confines of a campus, nor the years one is enrolled in classes. Promoting a desire for a lifetime of learning is the supreme achievement of higher education and college personnel persistently serve as an example of life-long learning. Demonstrating that students' learning needs are met at the highest level of quality and the greatest efficiency is higher education's primary responsibility. UAHT administration, faculty, and staff agree to take on that responsibility on behalf of the Collegiate Academy students.

A key component of living up to a commitment of excellence in higher education is to help students become educated people capable of a living a life of learning. Collegiate Academy students' experience in classes on the Hope campus of UAHT will expose them to extensive opportunities for a free exchange of ideas and critical techniques to evaluate diverse viewpoints. The programming aim is to instill in students the ability to recognize the merit of opposing viewpoints without lapsing into skepticism or self-doubt. Freedom to teach, freedom to learn, and freedom to discuss and translate ideas into appropriate critical analysis is paramount to the Collegiate Academy's mission of total immersion. Intellectual growth is nourished through open inquiry and divergent points of view. Intellectual and emotional maturity is cultivated when people see themselves as responsible and self-directed.

The College is well suited to its role toward the adeptness of Collegiate Academy students, demonstrated through its conscientious maintenance over the education it provides. The College maintains an ever evolving process of creating a culture of assessment of student learning. Student evaluations and faculty end-of-course assessments link student learning methodologies to professional standards. Faculty have a fundamental role in and are the driving force behind defining student learning outcomes, setting measurements, and determining achievement. The relevance of curricula is protected through evaluation and assessment processes, each of which is designed to improve the capacity for student learning. Data serves internal and external accountability and evaluations and is the basis of institutional assessment. The assessment of each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law fulfills ADE Accreditation Standard 12.01.

In compliance with ADE Accreditation Standard 12.01, the Collegiate Academy accepts responsibility for assessing each student's progress at each grade level in acquiring mastery of the competencies and skills as required by Arkansas law. Assessment data will include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and instructor observation.



Complete the chart to explain how the key features of the program will be afforded.

**EXPENSES TO BE INCURRED BY NEW CHARTER**

<b>Specific Item/Program/Service</b>	<b>Estimated Cost</b>	
Instructional and Support Staff	<u>\$30,000.00</u>	
<b>Description of New Funds to Pay for Item/Program/Service</b> <i>If private, include an attachment to demonstrate commitment.</i>		<b>Amount</b>
None		<u>\$0.00</u>
<b>Prior Year Item/Program/Service Expense Reduced to Fund Charter</b> <i>If applicable.</i>		<b>Amount of Reduction</b>
Reduction of previous year expenditures		<u>\$30,000.00</u>
	No variance.	
Explanation		

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<b>Specific Item/Program/Service</b>	<b>Estimated Cost</b>	
Leadership	<u>\$30,000.00</u>	
<b>Description of New Funds to Pay for Item/Program/Service</b> <i>If private, include an attachment to demonstrate commitment.</i>		<b>Amount</b>
None		<u>\$0.00</u>
<b>Prior Year Item/Program/Service Expense Reduced to Fund Charter</b> <i>If applicable.</i>		<b>Amount of Reduction</b>
Reduction of previous year expenditures		<u>\$30,000.00</u>
	No variance.	
Explanation		

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Specific Item/Program/Service	Estimated Cost	
Supplies and materials	\$10,000.00	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
None		\$0.00
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
Reduction of previous years expenditures		\$10,000.00
No variance.		
Explanation		

## ADE EVALUATION      PART C-5:   PROGRAMS AND METHODS TO SUPPORT CORE CLASSES AND EDUCATIONAL PROGRAM

### *Evaluation Criteria:*

- A clear description of curriculum, including programs and instructional methods to be used in core classes;
- An explanation of how the district will pay for all costs associated with the curriculum;
- 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;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- Provide the source of the funding for tuition and books as well as staffing; describe the impact on the operational budget.
- Confirm the qualifications required of the Principal/Dean position and explain how the dean serving as principal will be accountable to the school district.
- Provide additional information about the governing and accountability structure, specifying the roles and responsibilities of the two partnering institutions.
- Describe the safety protocols for the students while they are not on the school district campus.
- Verify who will serve on the determination committee for the selection process of participating students and the privacy of student records will be ensured.



- Specify which industry certifications will be available to the students.
- Verify the qualifications of the positions that will be responsible for degree completion counseling and career coaching.
- Explain if any student surveys that address student career path interests have been administered. If so, please share a summary of the results in alignment with what will be offered through the charter.

### Applicant Response:

The primary funding for the Collegiate Academy comes from the general operating budget of the Hope Public School District. Funding sources are line items in the operating budget. The impact of the Collegiate Academy on the district operational budget is minimal. There are no additional district costs for Collegiate Academy students. There is potentially a cost saves from reductions in the Hope High School staff that offset Collegiate Academy programming costs.

One of the benefits of the joint venture between the Hope Public Schools and UAHT is the cost savings, particularly with books. UAHT conducts a book rental program whereby book costs are capped at \$20 per course credit hour. Therefore, the rental book costs for a 3-hour college credit course are \$60 per semester regardless of the actual cost of the textbook. The fixed-cost of books per credit hour provides a calculable known for student costs directly related to number of semester credit hours they pursue.

College faculty teaching the high school courses during the Collegiate Academy 10<sup>th</sup> grade year are full-time faculty employed by UAHT. Faculty members are paid to teach the Collegiate Academy classes as part of a one-course over-load pay in addition to their full-time teaching load. The overload pay is the responsibility of UAHT.

The Collegiate Academy Dean/Principal is an ADE certified principal. The primary responsibility of the Collegiate Academy Dean is to act as a liaison between HPSPD and UAHT. The educational and experiential requirements assures that data collections, records maintenance, and reporting requirements meet ADE standards and college accountability criteria. The Dean is responsible for monitoring and reporting to both HPSPD and UAHT in areas of student progress and faculty instruction for high school-level classes. The dean serving as principal is accountable to the school district in all areas of effective professional relationships and parental involvement. The dean serving as principal is further accountable to the school district in all aspects of benchmark testing, ACT preparations, state compliance reporting, and accurate record keeping.

The joint venture between HPSPD and UAHT is designed to serve both educational institutions as well as the Collegiate Academy. The organizational model is based upon a specific mission, guided through principals, core values, and best practice methods. Governance of the Collegiate Academy is through the school district. The Collegiate Academy is a public school within the Hope Public School District and operates as such. It is the accountability structure that differentiates the Collegiate Academy from traditional public schools. The College is accountable for the student immersion and introduction of college-level instructional styles. The College is responsible for familiarizing students to the culture and language of higher education. The College is responsible for creating a culture of assessment of student learning.

### Role and Responsibility of the Hope Public Schools:

1. Provide Collegiate Academy instruction and experience at the same cost as all students in the Hope Public School District.
2. Transportation of Collegiate Academy students to and from the Hope campus of UAHT.
3. Food services for Collegiate Academy students.
4. Cooperative student services in the areas of counselors, health services, special education and dyslexia, Alternative Learning Environments, English Language Proficiency; and gifted and talented programs.
5. Provide chrome books and other learning resources and tools available to any student enrolled in the HPSPD.



6. Transcript and award a high school diploma to any Collegiate Academy student who fulfills the high school graduation requirements under Arkansas law.

#### Role and Responsibility of the University of Arkansas Hope-Texarkana

1. Provide dedicated facility and other educational space on the Hope campus.
2. Employ the Dean/Principal of the College Academy.
3. Provide college-credentialed faculty to teach 10<sup>th</sup> grade courses to Collegiate Academy students and all college-level instruction in fields of expertise that enhances students' educational experience and expands students' career and professional proficiencies.
4. Provide the concurrent curriculum to allow simultaneous attainment of a high school diploma and a college degree or certificate.
5. Set course expectations, alignments, goals, and activities vertically across grades 10 through 12 using college readiness standards recognized by the state of Arkansas.
6. Follow Arkansas Department of Education Accreditation standards for curriculum frameworks based on Arkansas Student Learning Expectations for 10<sup>th</sup> grade classes in the Collegiate Academy.
7. Provide Collegiate Academy students all college wrap-around services offered to all UAHT students.
8. Provide Collegiate Academy students access to all UAHT facilities, programs, activities, and organizations.
9. Document and demonstrate that Collegiate Academy students' learning needs are met at a level of quality and in a culture of assessment of student learning.
10. Assess students' progress at each grade level to assure the mastery of the competencies and skills required by Arkansas law.
11. Transcript and award the degree or certificate earned by any student who meets the college graduation requirements under Arkansas law.

The Collegiate Academy Dean/Principal oversees the safety protocols for students. The Dean/Principal verifies daily attendance and records which students are present at the Collegiate Academy. All UAHT faculty keep daily attendance records to verify the physical presence of students in their classroom. Every instructional site on the Hope campus is within safe walking distance to the Collegiate Academy Complex. Safety and security officers are present on campus at all times when students are present. All UAHT personal attend annual safety training related to both security precautions and procedures.

The Collegiate Academy determination committee is comprised of:

1. the UAHT Vice Chancellor of Academics;
2. the Collegiate Academy Dean/Principal;
3. The UAHT Concurrent Credit Coordinator

All personnel who serve on the determination committee are compliant with FERPA regulations to protect and ensure the privacy of student records.

Associate of General Studies (AGS) coupled with either a Certificate of proficiency or a Technical Certificate.

#### AGS with Technical and Industrial Training

Certificate in Proficiency Industrial Maintenance - provides training and experience to students that prepare them for a position as an apprentice in the Industrial Maintenance Technology field.

Certificate of Proficiency Welding - provides training and instruction to students to develop basic welding skills. Courses are designed to integrate into the Technical Certificate in Welding Technology.

General Tool and Safety (CTAS 1112) course results in the National Center for Construction Education and Research (NCCER) core credential. NCCER's core curriculum is a prerequisite to all Level 1 craft curriculum. Basic skills taught are necessary to continue educational paths in other craft areas and include modules in Basic Safety, Communication Skills, and Introduction to Construction Drawing.



#### AGS with Health Professions

Certificate in Proficiency in Certified Nursing Assistant - provides instruction and experience that prepare students to be a qualified member of a health care team and to be certified under the Arkansas Long Term Care Facility Nursing Assistant Training curriculum.

CPR Certification - certified through the American Heart Association

#### AGS with Technology Information

Technical Certificate Information Technology - provides qualifications for students for an entry level computer technician.

Certificate of Proficiency Coding - proves courses of study to qualify students as entry level coders.

We plan to work with the CTE managers in each area to complete the pathways for CTE completers.

The College and Career Completion Coach will be certified in K-12 Counseling. The educational required is a Master's Degree in School Counseling and the job requirement will be a minimum of three years counseling experience.

The Hope Public School District established a middle school program, the Hope Academy of Public Service (HAPS), to prepare students to be college and career ready. The HAPS design addresses student career path interests as early as the 5<sup>th</sup> grade and continues helping them become familiar with career opportunities and identify career interests through the 9<sup>th</sup> grade. The Collegiate Academy will continue to address the interests of those college and career-track students.

#### 6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

##### Applicant Response:

The Collegiate Academy's innovative design is to provide enhanced learning environments for academic and technical education for high school students interested in pursuing college-level study beyond that offered in a traditional high school. The Collegiate Academy places high school students in a dynamic setting with wraparound services and resources available on a college campus as early as their sophomore year while elevating expectations for student success. It is an expansion on dual enrollment and goes a step beyond college-readiness programs. The Hope Public School District already has a middle/early college plan to transition students to college-level programs. The Collegiate Academy is a necessary extension of the groundwork already underway within the HPSPD.

The critical programming aspect of the Collegiate Academy beyond the traditional high school is that it enables 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students to simultaneously earn both a standard high school diploma and a transferable two-year college degree. Yet, the Collegiate Academy is a public school that is free of charge to students. College-credit classes, textbooks, transportation, student services, and college resources are all provided at no cost. This charter benefit reduces time-to-degree and promotes an alignment between secondary and post-secondary sectors.

The singular reason why it is critical for the district to have a conversion charter school is the data. Social, economic, and educational realities necessitate and require significant changes. The HPSPD and UAHT have



parallel interests in meeting student academic needs. Meeting those needs means creating a new model of education where immersion and cost containment correspond with personalized and adaptive instruction. Simultaneous high school and college degree attainment is critical to the Collegiate Academy's mission. Total immersion into a collegiate experience empowers low income and first generation students and enables them to seek academic and career pathways through college-level study and skill attainment beyond the traditional high school experience.

Collegiate Academy students will receive a comprehensive and calculated program calibrated to their abilities, skills, interests, and needs. This is especially important for students who may be the first in their family to attend college, students from immigrant families, students from ethnic groups traditionally underrepresented in college, and students from low income families. The setting, emphasis, and messaging is consistently toward four-year college attainment. The Collegiate Academy has the ability to positively impact institutional cultures from both sides of the educational spectrum with a declared special commitment to low-income, first generation, immigrant, and minority students.

There is a distinction between being eligible for college and being college-verified. Collegiate Academy students will experience how the culture of college is different from that of high school. The question for them is not whether to attend college, but how to focus on their life's goals and make successful transitions beyond even a two-year degree. The Collegiate Academy model sets course expectations, alignments, goals, and activities vertically across grades 9 through 12 using a set of college readiness standards as a reference point. The engagement between the HPSD and UAHT in setting college readiness standards is the critical juncture beyond a traditional high school campus.

The service learning component of the Collegiate Academy serves as a centralized resource for students to actively engage with the community and make connections as policy-decision participants. Students' senior capstone project serves as meaningful community outreach.

The Collegiate Academy goes beyond the traditional high school campus experience, yet builds upon it. Students do not have to forego participation in high school extracurricular activities, yet instruction is by college faculty who are credentialed in their fields of expertise. The atmosphere is for earnest students who are mature enough to thrive in a college environment. Programming is designed for students who need more academically challenging curriculum than traditional high school campuses provide, who have set themselves on a path to earn a college degree or concentrate studies in a specific professional field. Collegiate Academy students who complete a high school diploma and an Associate of Arts degree are guaranteed admission as a junior and a seamless transfer of college credits to meet degree requirements in Arkansas' public college and university schools. Students who choose a professional career path are poised to gain elevated entry into the workforce

For the resolute and determined student, the Collegiate Academy is necessary to expedite their trajectory for post-secondary education and career readiness.

## ADE EVALUATION      PART C-6:    CHARTER MODEL

### *Evaluation Criteria:*

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

CIRC Determination:

Partially Responsive



### Concerns and Additional Questions:

- **Identify how you will prepare students academically and socially for total immersion in the college experience.**
- **In relation to selecting students to participate in this programming, identify the data that will be used to select students that are prepared for a four-year pathway, describe the determination process for deciding if a 10<sup>th</sup>-12<sup>th</sup> grade student is a serious student, and explain how students who only qualify through one area of the ACT Aspire will be treated in the selection process.**

### Applicant Response:

Both HPSD and UAHT personnel recognize that while Collegiate Academy students may exhibit college-ready proficiencies, they are none-the-less high school students and may not have fully developed college-ready behaviors. The day-to-day operations of the Collegiate Academy, particularly in the 10<sup>th</sup> grade, blends traditional high school atmosphere in a legitimate college environment. The 10<sup>th</sup> grade year is the transformative year within the Collegiate Academy design. Collegiate Academy students in the 10<sup>th</sup> grade get acquainted with intensified homework expectations, higher performance expectations in their high school classes, becoming their own advocate, adjusting to a different learning schedule, and the overall compounded rigor expectations of a college-level environment.

Having credentialed college faculty teach 10<sup>th</sup> grade courses exposes Collegiate Academy students to the learning environments of college while maintaining course content that is grade-level appropriate. The nature of a college education is to guide students to new educational heights but on various levels and across multiple disciplines. College faculty, particularly two-year college faculty, know how to meet learners where they are and create learning environments that are familiar and reassuring. Collegiate Academy students will move beyond course content and into and through universal academic and social experiences necessary for life-long learning and sustained career success.

The course schedule at each grade level engages students in important academically related psychosocial behaviors, such as academic discipline and time management. Such behaviors and disciplines contribute to college and career-readiness aimed toward baccalaureate completion and each are behaviors that are conducive to success regardless of students' life or career goals.

Student personalized success plans provide a clear pathway to graduation and help students make connections between their studies and different educational or career tracks. Success plans provide clear pathways toward graduation while helping students make connections between their studies and different educational or career tracks.

Students' experience in the Collegiate Academy in general, and specifically in the 10<sup>th</sup> grade year, should be considered a 'launching pad.' Students are supported in their pursuits through administrative staff and college personnel to bridge them as they transition from high school, through the first two years of college, toward post-secondary degree attainment. Students' 10<sup>th</sup> grade year lays the foundations for obtaining a four-year college degree. Students' progress is monitored and continuously evaluated so that deficiencies in their foundational skills can be identified early and potential barriers can be identified and mitigated. The Collegiate Academy creates processes for preparing students for post-secondary college completion at all levels of their educational experience

The primary data used to select students is qualifying Accuplacer or ACT scores. Placement scores are established by the Arkansas Department of Higher Education for students to take general education core college courses.

In retrospect, the descriptor of "serious" was not the most suitable choice of words. A better portrayal would be students who demonstrate high achievement with indicators that they are apt to withstand the rigor of a



college environment.

Remaining Concerns:

- **Please list the indicators that will demonstrate high achievement as it pertains to the serious student.**

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:

- A) Employing personnel;
- B) Developing and controlling the charter school budget;
- C) Managing day-to-day charter school operations;
- D) Developing and controlling the school calendar; and
- E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Charter school autonomy creates an opportunity for the Colligate Academy to offer much needed and high-quality programing, but it by no means guarantees it. The first step toward such a guarantee, however, is the organizational model around the Collegiate Academy mission development. The mission is not a collection of individual, teacher, parent, or district preferences. The Collegiate Academy proposal, design, and implementation is a joint venture between two educational entities based upon guiding principles, core values, and best practice methods necessary to support ways that frankly, authentically, and consistently serve HPSP, UAHT, and the Collegiate Academy. A second step toward guaranteeing autonomous opportunity is the charter school structure. The charter school is grounded in student immersion and early introduction of college-level faculty instructional styles. Student exposure to and focus on post-secondary degree attainment in their formative high school years, inevitably gives the Collegiate Academy autonomy over a traditional high school setting. The design, implementation, structure, operation, and evaluation of the Collegiate Academy as a joint venture between HPSP and UAHT helps fill a sometimes exasperating chasm between what traditional high schools teach students and what colleges expect students to know or be able to demonstrate at a mastery level.

The design and structure of the Collegiate Academy fulfills ADE Accreditation Standard 19.02 and 19.03 by providing an opportunity for qualified students to enroll in courses at institutions of higher education and providing appropriate alternative programming for students who require such programs to continue their education.

Employing Personnel

A key autonomous aspect of the Collegiate Academy is personnel will have sufficient authority to carry out all programming activities. The Collegiate and Professions Academy Dean, the liaison and connection to HPSP, is an employee of UAHT and will report directly to the Vice Chancellor of Academics for the College. In accordance with ADE Accreditation Standard 15.02 the Dean will also serve as principal. This administrative structure ensures full integration of the conversion charter school into regular UAHT programming while adhering to public school accreditation requirements. The Collegiate Academy Dean articulates the mission and vision of the Collegiate Academy. The Dean is responsible for monitoring and reporting to both HPSP and UAHT, including sound fiscal management, efficient project operations, and the avoidance of supplanting any funds. The Collegiate Academy Dean's salary is based on the UAHT salary scale and reflects the cost of living for the region and the state.

The Collegiate Academy Dean will monitor the progress of students and will work directly with college faculty providing instruction for high school-level classes. The Dean will work with other Collegiate Academy personnel related to benchmark tests, ACT preparations, state compliance reporting, and accurate records of student



participation and progress in the Collegiate Academy.

The Collegiate Academy will employ a College and Career Completion Coach to assist students in educational, career, and personal-social development. The Completion Coach will help students understand their personal strengths, interests, values, and, if necessary, address weaknesses or limitations. Helping establish long-range plans, such as college applications, financial aid, and scholarship processes will insure success in transitioning students into post-high school settings. The Completion Coach will participate in parent conferences to help families understand the available services and appropriate information regarding students' career development and post-high school opportunities.

Administrative personnel, other than the Collegiate Academy Dean, are employees of HPSPD. Clerical staff will maintain compliance with the Arkansas Public School Computer Network (APSCN) Financial Management System and Student Management System.

A deliberate autonomous aspect of the Collegiate Academy is faculty employment. All instructional aspects of the Collegiate Academy are fulfilled by credentialed UAHT faculty. College faculty members are appropriately qualified under the Criteria for Accreditation by the Higher Learning Commission to carry out all faculty member classroom and non-classroom roles. College credentialed faculty members are not required to hold licensure to teach in public schools. Arkansas Department of Education Accreditation Standard 15.03.7 allows the State licensure system to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

#### Budgeting

Another strategic autonomous aspect of the Collegiate Academy is the nature of the joint venture between HPSPD and UAHT to ensure that all proposed costs are necessary to achieve the goals and objectives of the Collegiate Academy. The unique venture allows for both partners to capture operational efficiencies currently existing within campus structures and allows those efficiencies to be blended together to create the optimal educational environment while reducing overall costs of instruction.

Facilities use and college faculty instructional support add no costs to either educational institution. The location of Collegiate Academy students on the UAHT campus adds to efficient use of campus facilities that already exist. Hope Public Schools have been transporting district school students to the UAHT campus for concurrent instruction for the past four years. Transportation costs for Collegiate Academy students does not additionally encumber the school district.

Day-to-Day Operations: The unique aspect of students attending their 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade high school years housed on a college campus gives the Collegiate Academy more autonomy than a traditional public school. While the Collegiate Academy will be operational from a central and dedicated space on the Hope campus, students will be fully engaged in college course work across the entire campus as a regular part of the daily operations of the College. One autonomous feature is familiarizing the culture and language of higher education to college-ready high school students in learning environments that will play an effective role in their college completion. Another autonomous feature is exposing Collegiate Academy students and non-Collegiate Academy students in daily student-to-student communications, contacts, and connections. Likewise, daily interactions with college professionals (faculty, support staff, and administration) build the self-assurance and self-reliance necessary for college and career readiness beyond the entry level. Taken together, the learning environment, daily interactions with college students and college professionals gives Collegiate Academy students options, exposures, choices, and channels unavailable to them in traditional school settings.

While the location of the Collegiate Academy on the Hope campus is central its mission, both HPSPD and UAHT personnel recognize that while Collegiate Academy students may exhibit college-ready proficiencies, they are none-the-less high school students and may not have fully developed college-ready behaviors. Part of the day-to-day operations includes students' traditional high school experiences. The Collegiate Academy includes a central office to house appropriate personnel for daily operations and oversight. All necessary paperwork, filing, record keeping, transcripts, behavior management, recruitment, and registration information will follow the protocols of the Arkansas Public School Computer Network Financial Management System and the Student Management System.



The chief autonomous feature of the day-to-day operations of the Collegiate Academy is the blend of a traditional public high school venue within an actual and legitimate college environment. Traditional schools cannot replicate an amalgamation of that nature, character, or complexity.

School Calendar: The cooperative calendar between the HPSPD and UAHT gives the Collegiate Academy more autonomy than traditional district schools. Stated previously, HPSPD's and UAHT's school calendars do not align (differing semester start and end dates, final exam schedules, and graduation dates), however, the joint venture between the Hope High School and UAHT allows for the Collegiate Academy to address targeted specific educational aspects of Collegiate Academy students' needs and expectations.

The differential between the College's traditional fall and spring academic semester calendar and the required 178 days of school for public schools gives Collegiate Academy students approximately 240 contact hours beyond traditional classroom seat time. The prospect of those contact hours allows Collegiate Academy students time for additional ACT preparations and specific orientations to acclimate to the climate of college-level schedules, course demands, and college-completion strategies. Additional contact hours will also give college-focused College Academy students an opportunity to visit four-year colleges and explore degree options, get a sense of other college campuses, and become accustom to four-year application procedures, financial aid regulations, and other techniques, clarifications, and routines specific to post-secondary degree attainment. Providing educational opportunities outside of the traditional classroom is in compliance with ADE Accreditation Standard 19.01.

For Collegiate Academy students on career tracks, the additional contact hours allow for field trips to meet area employers, create job shadowing opportunities, and other experiences that reinforce students' understanding of and experience with professionalism in the work place.

Freedom to allocate student, faculty, and support staff time to supplement academic and professional career programs and wraparound services will be exceptionally and exceedingly beneficial to fulfilling the mission of the Collegiate Academy. Distinctive approaches to instruction and student services allows for freedom from adherence to strict district policies related to the use of time, staff, instructional methods, resources, and outside partnerships.

Additional Autonomy Features: Accountability balances autonomy. Because UAHT controls much of the instructional programing, they are held accountable for whether students learn. That accountability is maintained by the ADE and further reinforced by ADHE and HLC. From its inception as a joint venture between HPSPD and UAHT, the Collegiate Academy has clear expectations on the front end and strong accountability standards on the back end. This means letting the school choose how to achieve its goals but holding it to answerable expectations. No school and no school district can be all things to all students. The Collegiate Academy is purposed for college-directed students and is a new model for Arkansas. In layman's terms, the value or even usefulness of autonomy lies not with autonomy for its own sake but with the freedom it affords a school to do things that formerly were not allowed, not available, or just not in the realm of previous possibility.

## ADE EVALUATION      PART C-7:    AUTONOMY

### *Evaluation Criteria:*

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

CIRC Determination:

Fully Responsive



8. Describe the school improvement plan by addressing the following:
- A) Explain how and how often the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Arkansas' Every Student Succeeds Act (ESSA) emphasizes accountability. While the ESSA school index will not be used for federal accountability until the fall of 2018, the 2017 overall scores provide school districts an opportunity to consider how well students are serviced by schools. Component data identifies strengths and areas where improvement is needed. The 2017 report of the ESSA School Index includes an overall score and individual indicator scores, giving stakeholders transparent information about critical indicators of school quality and student success. School index scores indicate the extent to which schools are achieving important student outcomes.

The 2017 Overall ESSA Index Score for Hope High School is 50.27. The Weighted Achievement Score is 18.53; the School Quality and Student Success Score is 33.84, and the Value-Added Growth Score is 77.59. Hope High School's Value-Added Growth score places students in the lower achievement and lower growth quartile (a score of 80 represents students meeting expected growth, on average). The Hope High School four-year adjusted cohort graduation rate is 82.18 and the five-year adjusted cohort graduation rate is 66.67. It is through analysis generated by the ESSA data that schools can identify trends and patterns to design and provide strategic, data-informed decisions and plans.

The Collegiate Academy School Improvement Plan (SIP) will be developed with a team of licensed staff, parents, students, and other community stakeholders comprising the committee. Once the plan is developed, licensed staff will meet monthly to assess progress of the performance criteria, evaluate effectiveness of the plan and monitor growth and/or progress of those elements identified for improvement. Quarterly meetings will be held with the entire school improvement committee at which time the monthly monitoring and assessment of progress, performance and effectiveness will be shared and the larger committee will make revisions to the plan as needed. An annual report to the public will be provided to communicate the SIP with the community within the first quarter of the school year.

Within the ESSA plan is the Arkansas Educational Support and Accountability System describing a new vision from ADE for moving beyond adequacy to excellence. The Collegiate Academy capitalizes on ADE's vision by formulating student support and academic accountability through a reimagined student-focused, total immersion, college-proven learning system. Through the use of progress reports and faculty newsletters Academy staff will correspond with students and parents regarding support and accountability quarterly.

The Collegiate Academy was imagined and initiated as a joint venture between HPSD and UAHT. District educational, economic, and social realities gave the two institutions compatible motivations to see the evolution of college-readiness initiative into college-completions. Both bodies recognized from the onset that it would require the development of multiple community relationships and input from a coalition of stakeholders to realize, develop, review, and progress the Collegiate Academy into maturity.

Parents, licensed and credentialed faculty, HPSD and UAHT administration personnel, businesses, and other community stakeholders are essential and important colleagues in developing, implementing, executing, and evaluating the school improvement plans for the Collegiate Academy. Any improvement plans addressed by stakeholders will be modeled under the Arkansas Comprehensive School Improvement Planning (ASCIP) as defined by Arkansas Code Annotated §6-15-419(D)(11), and will utilize specific ASCIP frameworks as a comprehensive action plan. The Collegiate Academy will establish a Parental and Family Engagement Plan that establishes the district's expectations and includes practices that enhance parental involvement that reflects the specific needs of students and families, and addresses particular academic improvement needs of the school.



Comprehensive planning includes a collective planning-body understanding of the ACSIP process, handbook, and state and federal laws, regulations, and requirements. Grounded in a needs-assessment analysis related to the Collegiate Academy mission statement, the planning-body will use disaggregated data to set priorities, goals, and benchmarks, specific to students' needs that address achievement gaps. The design and development of strategies will concentrate on improving student readiness for post-secondary degree completion. Under ACSIP processes, the planning-body will attend to all funding applications and planning implementations, and will oversee peer evaluations annually and report to ADE for approval.

In compliance with ADE Accreditation Standard 8.01, HPSD will form a coalition of parents, agency representatives, educational institutions, and business and industry representatives to implement a comprehensive plan for effective and efficient community involvement. The design of the Collegiate Academy and the joint venture between HPSD and UAHT fulfills ADE Accreditation Standard 8.20 by utilizing community resources in the instructional program of the conversion charter school.

The Collegiate Academy will follow ADE Accreditation Standard 7.02.1 in developing, with appropriate staff and community participation, a comprehensive plan compatible with state and national educational goals. By its design, the Collegiate Academy addresses local needs. The plan will be filed with ADE annually for review. In compliance with ADE Accreditation Standard 7.04.1 administrators, teachers, school staff, and parental comprehensive school improvement plan will monitor the schools' progress and project its continuing needs.

Annually, after the data from the ACT Aspire scores in English, reading, writing, math, and science become available, the planning-body will meet to examine and evaluate district scores and determine specific needs and courses of action for the upcoming year. The Collegiate Academy Parent and Family Engagement Plan will be reviewed by HPSD personnel, posted on the district's website, and incorporated into the HPSD annual ACSIP report.

Identifying performance criteria and evaluating the effectiveness of the improvement plan are the axis around which assessment of student learning revolves. The Collegiate Academy will identify performance criteria and evaluate their effectiveness by mirroring the culture of academic assessment that is central to UAHT's institutional improvement.

Assessment of student learning is performed throughout each academic term as faculty members evaluate students' progress and make course adjustments. At the end of the each term identified performance indicators are calculated into formal end-of-course assessments. Student learning outcomes are measured by the mastery of student learning objectives. Student learning objectives are quantified by written tests, performance exams, written papers, portfolios of student work, projects, demonstrations, exercises, and other methods instructors choose to develop. All grades are tied to one or more student learning objective.

Mastery performance levels are benchmarked by a consensus of each academic division. Aggregated results from end-of-course assessments total the number of student learning objectives met. Faculty members review the data results, assess courses, and write an analysis and interpretation of students' performance. Aggregated analysis of student performance and course assessments is the scholarship of teaching.

The charter school improvement plan will utilize UAHT's program assessment processes to examine the structure, substance, and overall effectiveness of the Collegiate Academy in relation to its mission. The overall program assessment is comprehensive, organized, and systematic. It is designed to identify strengths and deficiencies, and plan for modifications and improvements. The course and student learning outcomes assessment processes provide program assessment with information for future planning. Program assessment determines trends in student learning and will allow the Collegiate Academy to adjust to meet students' learning needs. Data analysis determines if changes are needed at the program or course level. Data breakdown further assists the Collegiate Academy in assessing its mission, goals, and objectives.



B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the stated education goals.

Applicant Response:

As referenced earlier, the Arkansas Educational Support and Accountability System described in the ESSA plan reflects ADE's Vision for Excellence in Education. That vision transforms Arkansas to lead the nation in student-focused education so that every student graduates ready for college, career, and community engagement. Every aspect of the Collegiate Academy design addresses how the charter school will improve student learning and meet stated education goals.

As referenced earlier, the Collegiate Academy School Improvement Plan (SIP), will be developed with a team of licensed staff, parents, students, and other community stakeholders comprising a committee. The committee will follow all ADE guidelines for plan development, performance criteria, progress assessment, and evaluation effectiveness. The committee will originate and initiate the actualized detailed plans based upon some primary principles and overarching goals:

Goal #1: To support student customization of studies immersed in a fully integrated college environment and at college-level standards and student outcomes imbedded with the knowledge and skill required for self-supporting careers.

Goal #2: To support Hope Public School teachers and University of Arkansas Hope-Texarkana faculty in aligning, originating, and implementing school curriculum based on the Arkansas Frameworks equalized to college-level course student learning outcomes.

Goal #3: To support a three-year curriculum of simultaneous degree completion through individual student experience of college-level instructional delivery and learning styles, exposure to technology-across-the curriculum, integrated academic seminars, as a cost effective head start toward a four-year college degree.

Goal #4: To support students' educational, personal, social, and career development needs through the means, resources, opportunities, and preparation necessary to succeed in post-secondary education completion or an equivalent career track.

Goal #5: To prepare students to think of an interdependent world and actively connect and engage with the community-at-large through meaningful community outreach, bridge disciplines across the curriculum, and apply knowledge and skill through research and policy development as active engagement agents of change.

Goal #6: To support early and middle school student college and career readiness as a process that encompasses all levels of the educational progress, monitors deficiencies in foundational skills, and mitigates barriers that affect chances of obtaining a four-year college degree.

Over and above the Collegiate Academy SIP, the Hope Public School District 45-Day Report, focuses on two aspects of student learning. The core of the first focus is a guaranteed and viable curriculum, designed and delivered through coherent instruction. The second focus centers on engaging students in their learning.

The partnership in curriculum development and instructional methodology between HPSPD and UAHT allows both institutions to set reliable guides that focus teaching directly on helping students who are on a path of post-secondary degree attainment or an equivalent career conduit. Curriculum design, coherent instruction, and student engagement are concepts and models with which college faculty are extremely versed. The design of total immersion seamlessly matches the district's improvement plans.

The Collegiate Academy will improve student learning and meet education goals by utilizing the culture of academic assessment embedded in the daily operations of UAHT. The College has well-established practices to articulate and assess evidences of student learning. Curriculum, instruction, and student engagement are measured by the mastery of student learning objectives. Ongoing and individual assessments link student learning to professional standards and enable instructors to measure student skill and knowledge individually, and assess the curriculum overall. Systematic data collection and analysis empowers faculty to create effective learning environments, make course changes, and set priorities with the clear purpose of improving the capacity



for student learning.

The systematic processes of linking student learning to professional standards is the essence of institutional accountability. Student learning is measured through numerous methods of assessment. Course outcomes are measured by the mastery of student learning outcomes and mastery performance levels are benchmarked by a consensus of academic division personnel. In compliance with ADE Accreditation Standard 7.04.2 Collegiate Academy personnel will review each curriculum area annually to ensure alignment with state standards.

The College demonstrates evidence that learning outcome assessment is embedded in its culture and drives planning, budgeting, and the process of continuous improvement. Faculty members and UAHT administration evaluate evidences of student learning throughout and at the conclusion of each course. Improvements to course assessment processes and course assessment summaries are based on student performance. Faculty members measure student skill and knowledge individually and assess the overall course. Assessment data is documented each semester, including written observations and plans on end-of-course assessment forms. Each academic division completes an annual Assessment and Planning Report utilizing aggregated data on student performance and course assessments. Data assessments determine trends and are used to make adjustments to meet student learning needs.

Student learning assessments are comprehensive, organized, and systematic. It is through comprehensive assessment and reporting that the Collegiate Academy planning-body can reach conclusions about educational effectiveness, make long-range plans, and assess future educational directions.

While on the Hope campus of UAHT, Collegiate Academy students will have support environments equipped and functioning to create an institutional learning culture. Evaluation and assessment of learning resources and environments is an ongoing process and continuously addresses their effectiveness.

## ADE EVALUATION      PART C-8:    SCHOOL IMPROVEMENT PLAN

### *Evaluation Criteria:*

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- **Explain the discrepancy between the following two statements, which are present in the application:**

**"Through high school level Collegiate Academy courses are content and grade-level appropriate, accountability, and proficiency levels will align with college standards."**

**"The plan is to structure high school level courses in the format and teaching style of college-level courses but with content that is grade appropriate and specific."**



### Applicant Response:

The application response in no way meant to cause confusion regarding the blending of 10<sup>th</sup> grade high school courses in a college-level environment. The reference to college-level teaching styles and formats was to recognize the accountability standard for the Collegiate Academy and how faculty will coordinate state high school standards into college-completion formats that require students to demonstrate course competencies and the application of knowledge and skills.

The 10<sup>th</sup> grade year is when students blend traditional high school courses with a college environment. The 10<sup>th</sup> grade courses are content and grade-level specific. The departure is in format, teaching style, and accountability. In the 10<sup>th</sup> grade students are introduced to a syllabus-style course organization and layout. The syllabi are consistent with the format of all UAHT courses but the student learning objectives are tailored to 10<sup>th</sup> grade-level frameworks. Likewise, students are introduced to college-style schedules, with alternating course meeting on Mondays, Wednesdays, and Fridays and on Tuesday and Thursday, as opposed to the traditional five days a week schedule.

The 10<sup>th</sup> grade courses are taught by credentialed UAHT instructors. Thereby the teaching style of the courses is consistent with a college-level experience, though the course content remains grade appropriate and specific. The total immersion aspect of the Collegiate Academy begins with students' exposure to college faculty in their formative high school years and then intensifies throughout their junior and senior years. It is the groundwork of college-level accountability and proficiency that prepares students for their 11<sup>th</sup> and 12<sup>th</sup> grade immersion into fully engaged college-level work.

9. Describe the ongoing process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education.

### Applicant Response:

The Collegiate Academy curriculum, like the Arkansas Curriculum Frameworks, is designed to ensure students are prepared for today's entry-level careers, post-secondary college courses, workforce training programs, and serves as the foundation for accountability assessment. Collegiate Academy programming will use the state educational goals and standards as the foundation for student learning. Through the seamless integration of the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade core content standards into the Collegiate Academy course syllabi, student learning will move beyond the minimum academic skill attainment goals of traditional secondary classrooms and result in the dual attainment of a high school diploma and an associate degree. In addition to the Collegiate Academy's professional learning community (PLC) reviewing student work for adherence to ADE Standards, oversight of the course syllabi will be managed annually by the Advisory Council to insure adherence to the state's educational goals in each course syllabi.

Constant management and oversight of Collegiate Academy course syllabi will ensure curriculum alignment with state educational goals, course frameworks, and standards. Collegiate Academy staff will participate in prescriptive professional development to align curriculum with ADE documents as well as the College Board's Pre-Advanced Placement and Advanced Placement and those curricular requirements of the Arkansas Department of Higher Education. The Collegiate Academy will follow ADE Accreditation Standard 9.01.1 utilizing curriculum frameworks based on Arkansas Student Learning Expectations, and Accreditation Standard 10.3 regarding instructional materials to fit the achievement levels of students.

The Collegiate Academy's core curriculum support fills the gap between what high schools teach and what colleges expect. The partnership in curriculum development and instructional methodology between HPSP and UAHT allows both institutions to set reliable guides to ensure all curriculum materials align with Arkansas Academic Standards and focus teaching directly on helping students who are on a path of post-secondary



degree attainment and equivalent career readiness as established in ADE Accreditation Standards 9.01.1 and 10.3.

Teachers from the HPSD and faculty from UAHT will work together to align all Collegiate Academy curriculum materials with Arkansas Academic Standards and verify parallel standards to individual course syllabus student learning outcomes. In compliance with ADE Accreditation Standard 9.01.3, the Collegiate Academy is deliberate in addressing the needs of college-interested and college-ready students. The plan is to structure high school-level courses in the format and teaching style of college-level courses, but with content that is grade appropriate and specific. Collegiate Academy high school students will be immersed in the college learning environment as early as their sophomore year. Neither course content nor curriculum is the core differentiators for academically competent students. Rather the accountability standard for the Collegiate Academy is how personnel will coordinate state high school standards into college-completion formats that require students to demonstrate course competencies and prove how they apply their knowledge and skills.

Course syllabi at UAHT are discipline based and clearly describe what students must know and be able to do in academic content areas. While college-level course syllabi are not structured in the same manner as Arkansas Curriculum Frameworks, they provide the same rigorous academic content standards, student learning expectations, instruction focus, measurement methods, outcomes emphasis, and teaching and learning assessments. Public school learning standards, in many ways, mirror college-level course student learning outcomes.

Likewise, UAHT student learning outcomes create a culture of academic assessment that makes effective assessments possible. Learning outcomes are formulated by credentialed faculty and are congruent with state, federal, and industry expectations and standards. All College syllabi, including those created for high school-level Collegiate Academy courses, link student learning objectives to direct measures. It is college-level formative assessments of high school curriculum courses that ensure state standards. Though high school-level Collegiate Academy courses are content and grade-level appropriate, accountability and proficiency levels will align with college standards.

With student learning outcomes clearly stated, at the end of each semester identified performance indicators are calculated into a formal end-of-course assessment. Ongoing assessment processes link student learning and professional standard and enable instructors to measure student skill and knowledge individually, and assess the curriculum overall. They serve as the basis for institutional accountability.

## ADE EVALUATION      PART C-9: CURRICULUM ALIGNMENT

### *Evaluation Criteria:*

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Academic Standards

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- Explain how often curriculum alignment will occur.

### Applicant Response:

Curriculum alignment occurs annually with input from personnel from the Hope Academy of Public Service, Yerger Middle School, Hope High School, UAHT faculty, and UAHT academic personnel.



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10. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

School counselors are a vital part of every student's educational team. The Collegiate Academy's guidance program will meet ADE Accreditation Standards 16.01.1, 16.01.2, and 16.01.3. The Collegiate Academy's guidance program will be developmentally appropriate to students' educational, personal, social, and career development needs. It will create a college-going and career readiness culture and provide effective post-secondary advice to students and their families. The guidance program will ensure that all Collegiate Academy students have the means, resources, opportunity, and preparation to succeed in post-secondary education or an equivalent career track. The guidance program personnel will provide support for Collegiate Academy students' efforts to identify educational and professional career objectives. Program personnel will guide students and their families through their college search, selection, and application and work with business and industry partners to identify career opportunities within the state and region. Collegiate Academy facilities are appropriate to ensure effective counseling to meet individual needs of students. Certified counseling staff will not exceed an overall ratio of one (1) counselor to 450 students.

Each Collegiate Academy student will follow a Personal Success Plan (PSP) starting in the 9<sup>th</sup> grade. Students' PSP will allow guidance personnel to track each student's progress and monitor graduation requirements and post-secondary degree attainment progress. Part of the PSP process is assisting students in acquiring the skills and attitudes related to post-secondary preparation and helping them initiate the necessary groundwork to transition from a high school/early college setting. Each student will maintain a yearly update of an ACT Profile account and digital portfolio that includes inventories of interests, abilities, and values that lead to personalized career and college major maps.

Collegiate Academy counseling services will include assisting students to register for ACT, SAT, and/or ASPIRE tests and reviewing and discussing the results, and when necessary assist students with structured ACT preparations.

Through their PSP students will develop a four year educational plan and create a "Countdown to Graduation" checklist. Other aspects of the PSP are career explorations through O\*NET and Discover Arkansas, job shadowing, goal setting, time management, decision making, study skills, and workforce readiness.

In the 11<sup>th</sup> and 12<sup>th</sup> grades students will begin academic scholarship searches and receive help creating scholarship essays. They will attend all college fairs held on the UAHT campus and attend college preview days through Collegiate Academy field trips.

Collegiate Academy guidance programs will advise students about the benefits of career and technical education and assist, where possible, with internships, job shadowing, and apprenticeships.

Guidance program personnel will initiate and participate in all parental conferences. The guidance program will counsel with parents and guardians to familiarize them with Collegiate Academy protocols and wraparound services offered through UAHT. Since it is anticipated that many of the Collegiate Academy students may be first generation college students, the guidance program will address parents/guardians' realistic perceptions regarding students' aptitudes, abilities, interest, and attitudes about post-secondary education and professional career plans. The guidance program will provide information about state and federal financial resources, provide assistance with reviewing financial aid award letters, and counsel students and parents of the benefits of enrolling in post-secondary education.

Beyond the counseling relationship with students and parents/guardians, guidance program personnel will



establish the necessary professional relationships and effective communication channels with HPSP and UAHT faculty and staff, and community professionals to assist with the long-range goals of Collegiate Academy students. In effect guidance program personnel act as consultants. They will share applicable student data and provide appropriate and suitable information and materials to assist in addressing the individual needs of students. Guidance program personnel are the liaisons between HPSP and UAHT.

Guidance program personnel help students get through challenges that might otherwise impede their success. Challenges would include persevering in demanding classes, addressing personal issues, and keeping students on the right track both in academics and personal-social development.

## **B) Health services;**

### **Applicant Response:**

The Collegiate Academy will utilize the services established under the Arkansas School Health Services Initiative to implement health and wellness activities that create a safe and healthy school environment that supports academic success. The focus will remain on professional development, technical assistance, training, and resources to verify the Collegiate Academy meets all school health legislative mandates. Healthy school practices include physical education and health education curriculum implemented in the 9<sup>th</sup> and 10<sup>th</sup> grades, respectively.

The Collegiate Academy will conduct a School Health Index Assessment, develop wellness policies and strategies, and coordinate with the guidance program to provide school-based health care services and mental health services. In compliance with ADE Accreditation Standard 16.03.3 the health services program will provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department. Arkansas Code Annotated §6-18-706 defines “school nurse” as a licensed nurse engaged in school nursing activities. Arkansas state law permits employment of an APN, RN, LPN, or LPTN in a school nurse position. An RN or APN is required in school settings to direct care and to perform tasks and duties which require assessment, diagnosis, and care planning. Directing care does not require the RN or APN to be physically present 100% of the time.

The HPSP is currently seeking a \$500,000 grant through ADE that will open and establish operations for a proposed clinic on the Hope High School campus. Funding for such clinics has been created through a \$2 million annual set-aside of tobacco excise tax monies. The proposed clinic is a comprehensive health program for students and staff offering on-site health services. Clinic operations will operate through the district nurse's office with a nurse-practitioner on site, and medical services overseen by a community physician partner, Dr. Sandra Sooman. Mental health services will also be offered on-site in the same manner. The plan is to serve the whole district, which would include the Collegiate Academy.

The Collegiate Academy's location on the UAHT Hope campus means students in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades are not physically on the Hope High School campus. The Hope Public School District has a full time registered nurse that will serve as a full time nurse for the Collegiate Academy. The Hope campus of UAHT has active nursing programs as part of its academic programs. All nursing programs are staffed by licensed nursing professionals and the educational nursing programs are approved by the Arkansas Department of Human Services Division of Medical Services and the Arkansas State Board of Nursing. The College also offers degrees in Emergency Medical Services which are accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Education Programs for Emergency Medical Services Professions and by the Commission on Accreditation of Allied Health Education. All faculty members teaching Emergency Medical Service courses are licensed and certified professionals.

In compliance with ADE Standards for Accreditation 16.03.1 the Collegiate Academy's health services program is under the direction of a licensed nurse, and under Standard 16.03.2 facilities, equipment, and materials necessary for a health services program are provided.

All health services provided on behalf of the Collegiate Academy will follow the Arkansas Department of Health's



Child and Adolescent School Health Program and will work collaboratively within the Coordinated School Health framework following the planned, organized set of health-related programs, policies, and services. All health service practices coordinated throughout the Hope Public Schools District will follow the best practices to meet health and safety needs of students.

### C) Media center;

#### Applicant Response:

The Library Complex on the Hope campus of UAHT, the nucleus for Collegiate Academy, is well-equipped with the technological mechanisms required for 21<sup>st</sup> century learning. One of the five classrooms within the Library Complex is set up as a computer laboratory. The library end of the building has multiple resources for student use. The College budgets sufficient resources annually for purchasing and maintaining an appropriate, current collection. In compliance with ADE Accreditation Standard 16.02.3 and 16.02.4, the UAHT library supports technology as a tool for learning and balances print, non-print, and electronic media adequate in quality and quantity to meet the needs of an appropriate curricular program, including minimum book collection requirements and multimedia/networking capacities.

All Hope High School students are issued a Chromebook. Collegiate Academy students will have Chromebooks at their disposal. In addition to Chromebooks, Collegiate Academy student will be exposed to all of the learning environments that exist on the Hope campus. Wireless internet is available everywhere on campus. Students have constant contact with course content through the Blackboard online delivery platform. Students can search the library databases and card catalogs electronically.

All of the Hope campus facilities are designed with college students' needs in mind. All classrooms are equipped with a computerized instructor station and projection, along with the technology needs to accommodate the use of CDs, DVD, and other online materials. Collegiate Academy students will be introduced to infinite information resources as part of their daily routine.

### D) Special education, including appropriate state assessments for special education students;

#### Applicant Response:

The Hope Public School District provides proper and applicable opportunities to ensure that students with disabilities have the occasion to receive a free appropriate public education in the least restrictive environment. Nothing in the design, implementation, or launch of the Collegiate Academy will interrupt, disrupt, or alter Individualized Education Plans (IEP) for special needs students. For students who are under an IEP, the Collegiate Academy will follow district, state, and federal policy to make sure the student's IEP is carried out as written, reviewed annually, and when necessary revised.

Under ADE Accreditation Standards 14.04.1 and 14.04.2, students' IEP serve as a "graduation plan," and for students with disabilities constitutes the basis for graduation from high school. The Collegiate Academy will include in its planning processes IEP plans to prepare students for the transition between secondary education to post-secondary life, including plans for students' exit from school due to graduation.

While on the Hope campus of UAHT Collegiate Academy students are considered college students. The College operates under the policies and procedures established by, and in compliance with, the Americans with Disabilities Act (ADA), including the services of an ADA Compliance Officer. The process of student referrals under ADA begins with a student's conference with an ADA Counselor in the Office of Student Support Services. The ADA Counselor interviews the student, collects forms addressing reasonable accommodations and requests a release of necessary documentation. The ADA Counselor, in consultation with the ADA Compliance Officer, makes final determinations of the accommodations provided and gives notice to the student and all appropriate faculty and staff. Consultations with the ADA Counselor and ADA Compliance Officer will include any other persons or personnel appropriate to the learning methods established under the student's individualized education plan.



The Collegiate Academy will meet the requirements of ADE Accreditation Standard 12.03.

#### E) Dyslexia services;

##### Applicant Response:

Arkansas legislation defines dyslexia, describes required screening and intervention, and lists required actions of the state, education cooperatives, and school districts. It is universally acknowledged that most children identified as having characteristics of dyslexia and related disorders can be successfully treated. The Collegiate Academy recognizes the components of Act 1294 of the Arkansas Legislature to ensure that children with dyslexia have their needs met by all Arkansas public schools.

Arkansas Code Annotated §6-41-602 (2016) mandates that if it is determined that a student has functional difficulties in the academic environment due to characteristics of dyslexia, necessary accommodations or equipment for the student must be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C § 794 and Title II of the Americans with Disabilities Act, 42, U.S.C. §§ 12131-12165, as they existed on February 1, 2013, if qualified under the applicable federal law.

Collegiate Academy students fall under the preview of all students on the UAHT campus. As detailed earlier, the College complies with all regulations under the Americans with Disabilities Act (ADA). The College employs an ADA Counselor as a personal student contact. The ADA Counselor assist student with forms requesting reasonable accommodations. College faculty members receive compliance forms from the ADA Counselor and work directly with students regarding accommodations. A "Request for Reasonable Accommodation" form guides the student and the ADA Officer through the elements of the request including the disability claimed, limitations of the disability, the nature of the accommodation needed, and documentation of the disability.

#### F) Transportation;

##### Applicant Response:

The Hope Collegiate and Professions Academy is a public school within the Hope Public Schools district. The district will provide transportation services to all eligible students and will comply with all transportation guidelines in compliance with ADE Accreditation Standard 21. All transportation services related to the Collegiate Academy will be provided in accordance with applicable laws, regulations and guidelines as developed by the Arkansas Department of Education.

Hope Public Schools have the authority under ADE Accreditation Standard 22 to comply with all ADE Accreditation Standards through cooperative efforts with institutions of higher learning.

Collegiate Academy students in the 10<sup>th</sup> grades will not be permitted to drive themselves to the Hope campus of UAHT. Any exception to this requirement will be documented by Collegiate Academy Director and signed by the Hope Public Schools Superintendent.

Collegiate Academy students in the 11<sup>th</sup> and 12<sup>th</sup> grades will be allowed to drive and park on the Hope campus of UAHT and if they need transportation the District will provide it. The College has ample parking for students' needs. Collegiate Academy students will be required to follow College policy regarding parking and traffic regulations. The streets and parking areas of the Hope campus are a part of the Arkansas Highway System. All students, faculty, and staff must display current parking stickers on vehicles parked on campus. Parking fees for UAHT students is \$10.00 per semester.

#### G) Alternative education, including Alternative Learning Environments;

##### Applicant Response:

The Hope Public School District places students in Alternative Learning Environments (ALE) based on academic



need. Placement preference is given to students who are sequential juniors and seniors and behind in graduation credits. As stated earlier, the ambition of the Collegiate Academy is accumulating college credits and simultaneous degree attainment, but students must first follow the path that leads them to a high school diploma.

Alternative education programming is dedicated to improving the quality of education for at-risk students through tools that can be used in non-traditional education programs. The majority of Collegiate Academy students will not likely be categorized as at-risk because of the enrollment requirements of the charter school and the college-readiness qualifications. Collegiate Academy students are supported in their pursuits through administrative and support staff located on the Hope campus for individualized student mentoring and advocacy to bridge their transition through high school and the first two years of college to further post-secondary degree attainment. Collegiate Academy advisors regularly review students' academic records to keep them on track during their time at the Collegiate Academy will hopefully mean that students will not demonstrate the types of academic need that necessitates Alternative Learning Environment placement.

#### H) English Language Learner (ELL) instruction, including appropriate state assessments for English Language Proficiency; and

##### Applicant Response:

The Hope Collegiate and Professions Academy acknowledges that each student approaches their educational growth with individualized academic needs. Beyond those needs, however, are their background, personality, interests, culture, language, and attitudes toward learning. Appropriate teaching methods recognize that all of those factors affect how students learn. Effective teaching methods adjust, adapt, and accommodate instruction to acclimate to students' needs.

The Hope Public School District offers differentiated instruction to students who are English Language Learners (ELL). Services provided through ELL programs are appropriate to the needs of students and in accordance with each student's learning objective. Collegiate Academy personnel and faculty will be trained to understand that the goal of differentiated instruction is to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. While content may be modified for students who need additional practice with essential course content elements, the expectation is that ultimately all students master the same key content.

As a conversion charter school within the Hope Public School District, all operations associated with the Collegiate Academy acknowledge and will adhere to the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) and English Language Proficiency (ELP) Standards and college and career standards designed to address preparedness for college and career success.

#### I) Gifted and Talented Program.

##### Applicant Response:

The Collegiate Academy enhances and enriches the efforts already established within the HPSD to engage gifted and talented students. With the primary academic innovation of the Collegiate Academy being college-level immersion, the program goes beyond traditional gifted and talented directives of assembling dual credits toward college-readiness. The Collegiate Academy amplifies college readiness into actual degree attainment. Collegiate Academy students customize their programs of study to meet specific transfer prerequisites of university bachelor's degree programs. Customization comes through a fully integrated college environment and at college-level standards and student outcomes.

By Arkansas legislative definition gifted and talented students are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and services. All courses taught by the Collegiate Academy meet the definition and requirements of endorsed concurrent enrollment courses, instructor qualification and credentials, and association with an institution of



higher learning in the state of Arkansas under Arkansas Code Annotated §6-16-1202 B (2); §6-16-1203 (b)(1) (A) and (b)(1)(B); and §6-16-1204(b)(1)(A) and (b)(1)(B).

The Arkansas General Assembly clearly states that each student should have an adequate education and access to a rigorous curriculum. By UAHT policy academic rigor is defined as pedagogy and assessment that empowers students to develop complex thinking and deep analytical skills and requires students to synthesize and critically evaluate focused, coherent, and appropriately-challenging course content within a challenging curriculum. Dedication to academic rigor prepares students to succeed in college, their careers and professions; it equips students to act as dynamic and effective contributors to society at large for the remainder of their lives.

For the Collegiate Academy HPSD will follow ADE Accreditation Standards 18.01, 18.02, and 18.03, regarding gifted and talented student procedures, opportunities, and evaluation effectiveness.

## ADE EVALUATION      PART C-10: STUDENT SERVICES

### *Evaluation Criteria:*

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A dyslexia service program that will assess all students and serve those identified as needing dyslexia services;
- A transportation plan that will serve all eligible students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

CIRC Determination: **Partially Responsive**

### Concerns and Additional Questions:

- **Verify whether the guidance counselors will be licensed by the ADE.**
- **Describe how the high school counselor will work with the college counselor, and explain to whom they will be accountable.**
- **Verify the school district will provide the students chrome books.**
- **Confirm that ALE students will not be placed on academic need alone.**
- **Please note that with Arkansas moving toward an alternate pathway to graduation, the previous allowance for an IEP to act as a graduation plan will no longer be in effect.**
- **Confirm that all IEP decisions will be made by the IEP team consisting of the required participants.**

### Applicant Response:

If the Collegiate Academy conversion charter application is approved the Collegiate Academy will hire a guidance counselor licensed by the ADE. The anticipated position will be for a College Career and



#### Completion Coach.

The College and Career Completion Counselor reports to the Collegiate Academy Dean/Principal. The counseling philosophy is one of a team approach, whereby the Collegiate Academy Completion Counselor works with HPSD counselors and personnel, UAHT administrators, faculty, and staff, and any other entities or services related to individual students' success. The team approach creates and promotes a post-secondary college-going and career readiness culture within the Collegiate Academy. As Collegiate Academy students identify educational and vocational objectives, the Completion Counselor will work with UAHT faculty and staff to guide and keep students on the correct academic track to achieve students' goals.

Faculty members of UAHT serve as the primary counselors for college students. Collegiate Academy student will be assigned a faculty advisor related to the educational or program choice they establish.

Hope Public School District provides chrome books to all district students. The Hope Collegiate and Professions Academy students receive all of the same resources, materials, supplies, and tools provided to students enrolled in all schools within the district.

ALE placement of Collegiate Academy students will not be on academic need alone. The Collegiate Academy will follow all ALE application processes and will be in compliance with all directives thereunder.

A student's IEP will not act as a graduation plan for Collegiate Academy students.

All decisions made regarding Collegiate Academy students with an IEP under the Hope Public School District will be made by the student's IEP team. The Collegiate Academy Dean/Principal will coordinate among the required participants the plans necessary to follow the IEP. Once Collegiate Academy students progress beyond the 10<sup>th</sup> grade their concurrent curriculum falls under the purview of the Americans with Disabilities Act (ADA), and Section 504 (E) of the Rehabilitation Act. While IEP decisions will still be made within the scope of the IEP and with input from the team, Collegiate Academy personnel will have to work with students and their families to understand the different obligations between secondary and post-secondary institutions in regard to disability services. The College has an ADA Compliance Officer and a Disabilities Services Coordinator. Both the Officer and Coordinator have a working relationship with the HPSD Director of Special Education. The joint effort between the two educational bodies will mitigate the key differences between secondary and post-secondary accommodations. For Collegiate Academy students enrolled in concurrent college classes, UAHT will comply with all aspects of ADA and Section 504 (E) of the Rehabilitation Act.

#### Remaining Concerns:

- **It remains unclear that the applicant understands that a student's IEP will be followed through their twelfth grade year. ADA compliance does not replace IDEA compliance. The high school is still required to provide accommodations/modifications.**



11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

In accordance with Arkansas law, the Hope Collegiate and Professions Academy will provide an annual report on the progress made by the conversion charter school in meeting annual performance objectives. The annual report will be based upon the comprehensive plan developed by staff and community participation in compliance with ADE Accreditation Standard 7.02.1. Administrators, teachers, school staff and parents will monitor the charter school's progress.

The annual report will be made to parents, the community, the local school board, and all appropriate state governing boards. The annual report will include data that demonstrates progress and achievement made by the conversion charter school during the previous year. The annual report will be in conjunction with, but separate from, the district's annual report to the public. The written report will be posted on the district's website.

The annual report will include the Collegiate Academy's progress in meeting the academic annual measurable objectives and performance data on all state mandated assessments and national standardized test scores. The Collegiate Academy will be transparent with any and all data related to its mission.

The key to success of the Collegiate Academy, both implementation and institutionalization, is on-going formative and summative evaluations taking place. Evaluations occur continuously, not just a process conducted at the end of each academic year. Data collection and information is analyzed and used for formative evaluations. Both subjective qualitative and objective quantitative data are evaluated to document Collegiate Academy goals and objective achievements.

Administrative procedures will ensure full integration of data collection and reporting consistent with all UAHT programs. Inherent to all policies and procedures is monitoring and reporting to ensure sound fiscal management and efficient operations leading to achievement of goals and objectives. The Collegiate Academy Director will develop processes for carrying out and reporting operating guidelines, policies and procedures, staff responsibilities, and lines of authority. Policies and procedures will be developed and in place for all required forms, reports, and timelines.

Consistent with the joint venture aims of the HPSD and UAHT for the success of the Collegiate Academy, any college-level data reported will come through the College's Institutional Research Office. The Institutional Research Office operates under an Ethics Policy based on components from the national Association of Institutional Research Code of Ethics. The Ethics Policy addresses competencies, practices, and relationships with the college community and other constituencies.

The work of the UAHT Institutional Research Office is to transform valid and accurate data into actionable information to support research, planning, and decision making. Institutional research utilizes data for governmental reporting as well as benchmarking against other institutions of higher education. The UAHT Institutional Research Office will employ the same competencies and practices for Collegiate Academy data that it observes for all UAHT institutional records, documents, and statistics.



*Evaluation Criteria:*

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

CIRC Determination:

Fully Responsive

12. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

*Applicant Response:*

The Collegiate Academy charter request seeks authorizer approval as a conversion charter. Only In-District students may apply. Students living outside the boundaries of the HPSD are subject to all district transfer regulations. In compliance with ADE Accreditation Standard 6.01 all policies and actions related to enrollment criteria and student admission, recruitment, and selection processes are nondiscriminatory and are in compliance with all state and federal laws.

The Collegiate Academy serves as a rigorous alternative for high achieving students in the Hope Public School District. The conversion model is predicated on students being eligible to take college-level courses during their progression between sophomore, junior, and senior years of high school with the expectation and potential to earn their associate degree at the same time as they receive their high school diploma.

There are two routes for Unconditional admission. The Tier I (A) Unconditional admission requires students to have an ACT 19 or higher, or the Accuplacer equivalent, in each tested subject matter. The Tier I (B) Unconditional admission requires students to have an ACT 19 or higher in Reading and English, or the Accuplacer equivalent. If the number of students who qualify under the Tier I process exceeds 50 students per grade level, then selection is based upon combined scores of all sub areas and the composite score.

As admission is limited to 50 students per grade, slots will be filled from applicants in each tier starting with Tier 1 and then progressing to the next tier until all slots are filled. If there are more applicants in a tier than slots available, a random lottery will be held with the applicants drawn filling the slots until all available slots are exhausted. Conditionally admitted students must achieve ACT scores of 19 in Reading and English by May 1 of their sophomore high school year in order to remain in the Collegiate Academy.

UAHT will offer the Accuplacer test free-of-charge to all HPSD students at the end of their eighth grade year. Both Accuplacer and ACT test prep courses are offered by UAHT each summer and ninth grade students will be offered Accuplacer test prep over the academic year to ensure they have every opportunity to improve their placement scores to qualify for the Collegiate Academy.



It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

☒ Yes

☐ No

## ADE EVALUATION      PART C-12: ENROLLMENT CRITERIA AND PROCEDURES

### *Evaluation Criteria:*

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- Consider changing "alternative" to "nontraditional."

### Applicant Response:

Word change in paragraph 2 of the application:

The Collegiate Academy serves as a rigorous nontraditional option for high achieving students in the Hope Public School District. The conversion model is predicated on students being eligible to take college-level courses during their progression between sophomore, junior, and senior years of high school with the expectation and potential to earn their associate degree at the same time as they receive their high school diploma.

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

### Applicant Response:

The University of Arkansas Hope-Texarkana has hired an employee in an interim position for the 2018-2019 academic year who will serve as the dean of the Collegiate Academy if the conversion charter is granted. The employee is a former assistant principal at Fountain Lake Charter School, 4207 Park Avenue, Hot Springs, Arkansas. Fountain Lake's web address is: [http://flcobras.com/district\\_info/state\\_required\\_information](http://flcobras.com/district_info/state_required_information)



While the interim employee has been employed with a conversion charter school, she did not begin her employment with the College until July, 2018. The majority of the substance of this conversion charter application was completed before the interim employee joined the joint venture team which completed the conversion charter application. The employee will serve as an employee of UAHT rather than HPSD.

## ADE EVALUATION      PART C-13: PRIOR CHARTER INVOLVEMENT

### *Evaluation Criteria:*

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

CIRC Determination: **Fully Responsive**

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

### **ADMINISTRATORS**

**Administrator Position:** Dean of Collegiate and Professions Academy

**Reports to:** UAHT Vice Chancellor for Academics

**Salary Range:** \$30,000 - \$45,000

#### **Minimum Qualifications Required**

**Education Required:**  
Masters of Education degree

**Experience Required:**  
1 - 3 years

**Certification Required:**  
None

**Job Duties: List up to 5 key duties this individual will perform.**

- Serves as Principal of the Collegiate Academy and as a member of the UAHT administrative team
- Assists in the development and establishment and evaluation of the school goals and objectives and in planning the schools instructional programming and curriculum, including faculty and of staff in the high school.



**Job Duties: List up to 5 key duties this individual will perform.**

- Ensures the school follows rules and regulations under the Arkansas Department of Education guidelines and state compliance reporting
  - Assists the administrative team to develop and implements the total school program, including daily operations, including student and parent/guardian orientation and assists in the organization of registration requirements and activities.
  - Monitors the progress of students and work with college faculty providing instruction for high school-level classes and ensures instructional/course and/or program objectives are developed, involves faculty and are carried out, implemented and evaluated.
- 

## **TEACHERS**

**Teacher Position:** **Classroom Instructors**

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**Reports to:** Dean of Collegiate and Professions Academy

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**Salary Range:** \$1,500 per class taught

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**Minimum Qualifications Required**

**Education Required:**

Master's Degree or higher in the discipline or subfield related to the course

**Experience Required:**

1 - 3 years

**Certification Required:**

**Job Duties: List up to 5 key duties this individual will perform.**

- Verify that course outcomes are measured by the mastery of student learning objectives as a basis for decision making and a measure of institutional accountability
  - Formally record an assessment of each class taught and document student learning performance through a review of data results, overall course assessment, interpretation of students' performance, including a written analysis
  - Serve as a member of the UAHT Curriculum Committee to verify that course learning objectives properly integrate into overall educational and career programs and foster a breadth of knowledge throughout the overall curriculum and in consideration of the complexities of educational programs
  - Embody the hallmarks of effective learning environments through the creation and transfer of knowledge, technologies, insights, and information whereby students leave the institution with the disciplinary competencies appropriate for effectiveness in the workplace and leadership in society
  - Link student learning methodologies to professional standards through effective evaluations and assessments
-



## **SUPPORT STAFF**

**Support Staff Position:** Administrative Assistant

**Reports to:** Dean of the Collegiate and Professions Academy

**Salary Range:** \$20,000 - \$22,000

### **Minimum Qualifications Required**

**Education Required:**

Formal education equivalent of a high school diploma; Associate Degree preferred

**Experience Required:**

1 year in an administrative field

**Certification Required:**

None

**Job Duties: List up to 5 key duties this individual will perform.**

- Provide clerical support to supervisory and professional staff and faculty
- General administrative tasks including typing forms, correspondence, memorandums and other various documents
- General office duties and procedures, including record keeping, data entry, filing systems, and computer and software applications, including maintaining compliance with APSCN
- Scheduling appointments with the Dean, answer telephone, route calls, take messages, and sort and distribute daily mail
- Act as an office receptionist by greeting guests and directing visitors

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**Support Staff Position:** Collegiate and Professions Counselor

**Reports to:** Dean of the Collegiate and Professions Academy

**Salary Range:** \$25,000 - \$35,000

### **Minimum Qualifications Required**

**Education Required:**

Master's Degree in School Counseling

**Experience Required:**

1 - 3 years

**Certification Required:**

None

**Job Duties: List up to 5 key duties this individual will perform.**

- Assist students in educational, career, and personal-social development related to their personal strengths, weaknesses, interests, values, and potentialities
- Assist students in long-range goals including providing assistance in college applications, financial aid, and scholarship processes including the skills and attitudes related to college and career preparation



**Job Duties: List up to 5 key duties this individual will perform.**

- Participate in and initiate parent conferences and familiarize them with available services, appropriate information about student's career development, career planning, academic achievement, and post high school opportunities
- Act as a consultant to administrators, instructors, and others by sharing appropriate individual student data, participating in in-service programs, as a liaison between UAHT and HPSD, and communicate effectively with community agencies and resources
- Work with Academy personnel in developing functional plans to implement, monitor, and evaluate appropriate guidance and counseling techniques and programs

ADE EVALUATION      PART C-14: STAFFING PLAN

*Evaluation Criteria:*

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; 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

CIRC Determination:

Partially Responsive

Concerns and Additional Questions:

- **Explain whether the listed salary for the Dean/Principal position is in addition to the college salary.**

Applicant Response:

The salary listed for the Dean/Principal position is not in addition to the college salary. The salary listed in the application is afforded by UAHT, not the HPSD. The Collegiate Academy Dean is an employee of UAHT and reports directly to the Vice Chancellor of Academics. The Dean/Principal position is designed to fully integrate the Collegiate Academy into regular UAHT programming while adhering to all public school accreditation requirements and under the guidance of Hope Public School District. The Collegiate Academy Dean/Principal is an ADE certified principal.

Remaining Concerns:

- **While the current dean holds an ADE license, it remains unclear that the Dean position is required to hold an ADE administrator's license.**



15. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Department of Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to IRS, ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

☒ Yes

☐ No

It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

☒ Yes

☐ No

#### ADE EVALUATION

#### PART C-15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

##### *Evaluation Criteria:*

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system, utilizing the APSCN system as the original and official data reporting system

CIRC Determination:

Fully Responsive

16. Describe the facilities to be used. Give the present use of the facility.

##### Applicant Response:

The Collegiate Academy conversion charter request seeks authorizer approval for a change in the physical location of the school. The Collegiate Academy is designed as an extension of the groundwork already underway within the HPSCD with the significant shift of focus from college-readiness to actual college-level degree attainment. The primary academic innovation of the Collegiate Academy is college-level student immersion. Total immersion means a college-mind set located on a college campus.

The facility dedicated to the Collegiate Academy is housed on the Hope campus of the University of Arkansas



Hope-Texarkana. The change in location to the UAHT Hope campus is intended to build upon serious and mature students' traditional high school experience and calculated to allow them to thrive in a college environment. Concentrated space, devoted to post-secondary degree attainment, supports accelerated early-college student achievement that is the Collegiate Academy's mission.

The earmarked building, the Johnny W. Rapert Library Complex, (Complex) was built in 1996 as the first formal step in the College's expansion from a vocational-technical school to its affiliated status as a division of the University of Arkansas System. The facility is in accordance with the laws of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshal, and ADE Accreditation Standard 20.01. It is 16,856 square feet and includes five classrooms (784 square feet each), four offices, a 220 seat auditorium, and a library. The library wing is approximately 7,500 square feet and features updated technology, student-use computers, and inter-library loans. As originally constructed, the building is equipped with computers and technology to provide distance delivery instruction. All aspects of the building are appropriate for school instructional space, suitable for school programs, sufficient to meet the targeted student population, and easily accessible to the public in compliance with ADE Accreditation Standard 20.02. The location has ample parking and bus access.

The library wing utilizes the latest library science resources and equipment. The auditorium provides meeting space, programing, assemblies, and small fine arts productions. The building has operated as a structured learning environment for over 20 years, has met, and continues to meet, all of the instructional and operating needs of the campus. One of the five classrooms is a computer laboratory. The building is equipped with the technological infrastructures required for 21<sup>st</sup> century learning environments. The building's utilization toward the mission of the Collegiate Academy demonstrates the regions continued innovations in higher education.

Prior to the conversion charter application the College made some updates to the library wing of the Complex. One update included a new entry to give UAHT students more direct campus-side access to the library, which also houses the campus-wide textbook rental program. The new library entry allows the original entry to the Complex to be earmarked exclusively for use by the Collegiate Academy students as a secured entry point.

With the original entry to the Complex allocated to Collegiate Academy students, the space between the entry and the auditorium can be adapted to office space for Collegiate Academy administration and a more traditional central office with which public school students and their families are familiar. The central office remodel only requires currently existing open spaces to be subdivided into smaller units. It also allows a window (or windows) to be put into the wall currently facing the entry that allows student access to Collegiate Academy personnel and enables them to conduct any required office business. No other structural changes to the building are required. Classroom space is sufficient and suitable and the four faculty/staff office spaces are adequate for Collegiate Academy personnel needs.

Remodeling the space between the entry and the auditorium into a central office ensures the familiarity of a more traditional high school. The central office will house the appropriate personnel for the daily operations of the Collegiate Academy and will ensure oversight of the school from an academic and activities standpoint. The office will allow the Collegiate Academy to manage all necessary paperwork, filing, record keeping, transcripts, behavior management, recruitment, and registration information for students. As a conversion charter school, the Collegiate Academy is imagined as and intended to be a time-honored high school in an unmatched setting. The targeted populations of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades will have a traditional high-school venue within a genuine college environment coupled with curriculum and instructional methodologies that fill the gap between what traditional high schools teach and what colleges expect.

Operating under an open campus environment, students in grades 11 and 12 are fully engaged in college course work in various buildings on the Hope campus. Every instructional site on the Hope campus is within safe and easy walking distance of the Complex. The College houses a Safety and Security Department with security officers on site at all times the campus is open. There are campus plans for Emergency Operations, Crisis Management, and Violence Prevention in place for all buildings and instructional sites. All campus personnel are updated annually regarding safety precautions and procedures.

The Collegiate Academy's location empowers students in a college environment to graduate high school with a



post-secondary educational profile in place and a career readiness vision for their futures.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Local ordinances do not allow the sale of alcohol within Hempstead County; therefore there are no alcohol sales within 1,000 feet of the Collegiate Academy.

## ADE EVALUATION      PART C-16: FACILITIES

### *Evaluation Criteria:*

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

CIRC Determination: **Fully Responsive**

### Concerns and Additional Questions:

- **Explain if the college campus buildings accessed by charter students will be on the facilities compliance inspection schedule.**

### Applicant Response:

The primary building for the Collegiate Academy is the Rapert Complex located on the Hope campus of



UAHT. During the 10<sup>th</sup> grade year Collegiate Academy students are primarily housed in the Collegiate Academy building. UAHT dedicated the building to the Collegiate Academy as part of its joint venture investment and authorizes HPSP to perform any facilities compliance inspections required by law and under any inspection schedule necessary.

During the 11<sup>th</sup> and 12<sup>th</sup> grade years students are engaged in facilities throughout the Hope campus. Safety and security officers are on the Hope campus at all hours when the College is operating. There are campus-wide and building-specific plans for emergency operations, crisis management and violence prevention. All UAHT employees undergo annual campus safety training. All buildings on the UAHT campus are ADA compliant and are easily accessed from the Collegiate Academy Complex.

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Hope Public Schools have long understood the relationship between students' physical and mental well-being. Concerted efforts have been made to provide a nutritious food service program throughout the district. The Hope Public School District participates in the National School Lunch Program (NSLP) to provide nutritionally balanced food services to students each day. Any Hope Public School student gets an NSLP lunch regardless of the students' household income.

From the 2015-2016 Arkansas Department of Education Free and Reduced Lunch Data report, 82.57% of HPSP students were eligible for a free and reduced lunch. All HPSP campuses are no-cost lunches. The same will apply to Collegiate Academy Students.

For the 2018-2019 school year, Hope Public Schools has contracted with a Food Service Management Company (FSMC). The Food Service Management Company is advised of the number of students to be served, and their instructional location, which will include Collegiate Academy students if the conversion charter is granted. As part of the contract the FSMC will participate in the National School Lunch Program and will offer breakfast and lunch to Collegiate Academy Students.

ADE EVALUATION      PART C-17: FOOD SERVICES

*Evaluation Criteria:*

- A food service plan that will serve all eligible students; and
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

CIRC Determination:

Fully Responsive



### Concerns and Additional Questions:

- **Verify which campus will serve the students lunch; if the college campus is providing the lunch, explain how the cost will be afforded.**

#### Applicant Response:

Hope High School prepares and delivers lunches to Collegiate Academy students on the Hope campus of UAHT. The school district contracts with a food service management company that participates in the National School Lunch Program. The food service management company provides lunches district-wide and transports lunches to district campuses in compliance with all federal and state regulations. All HPSPD campuses receive no-cost lunches and the HPSPD pays for school lunches as part of its operational budget.

18. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

#### Applicant Response:

The idea of the Collegiate Academy originated as a change agent. Charter applicants recognize that change is a fundamental requirement for success, especially in an environment where accountability for student achievement is premised on continuous improvement. Continuous improvement involves classroom instructional improvement, system-wide engagement, and addressing the collective impact of both improvement and engagement. Applicants view the Collegiate Academy as “sustainable change,” whereby the conscious efforts are not just to change, but to establish a new, and hopefully envied, way of approaching an educational model within the state.

The success of the Hope Collegiate and Professions Academy is not tied to any one school's administration, superintendent, chancellor, or governing board. The Collegiate Academy is a public school, viewed by charter applicants as an integral part of the future of education in southwest Arkansas. Changes in educational leadership or board composition will not have an effect on the success of the Collegiate Academy because the conversion charter school, though established under a joint venture, maintains a shared vision and strives toward the collective desire to achieve sustainable change in the methodology of education in southwest Arkansas. The Collegiate Academy's mission is focused, feasible, necessary, and supported by the community. The design of the Collegiate Academy has clarity of direction regardless of leadership composition. The emphasis is on student success and achievement tied to performance goals and long-term assessments, irrespective of any particular or individual oversight.

The Collegiate Academy meets ADE's Vision for Excellence in Education by aiming beyond the traditional educational paradigm. The Arkansas Department of Education recognizes that the lines between college, technical, and career post-secondary readiness have blurred. The Arkansas Educational Support and Accountability System as described in the ESSA plan reflects the ADE's new vision to move beyond adequacy to excellence.

Moving beyond adequacy to excellence is the “sustainable change” of the conversion charter. Even if a change leadership or board composition occur, clear identification of the program elements are premeditated on targeting visible and widely-recognized problems. The elements that most readily lend themselves to and most readily react to sustainable change are grounded in the Collegiate Academy design. Sustainability is further enhanced by assessing which programming elements achieve Collegiate Academy goals, then keeping those elements and building upon them. If the Collegiate Academy achieves the outcomes it foresees, and if those outcomes are a good fit, long-term sustainability will implement itself.

Proof of the commitment of ensuring the success of the Collegiate is most evident in the joint venture between HPSPD and UAHT. Conversion charter team leadership included administration and personnel from both institutions of learning. The conception, design, study, analysis, exploration, assessment, and evaluation



included a continuous cycle of collaboration, contemplation, reconsideration, revision, and teamwork. The longevity and success of the Academy was paramount from the beginning. Processes for imagining and researching models for the Academy began approximately two years before any formal steps got underway to draft a conversion charter application. Underlying any formal steps to create a conversion charter were community realities of workforce readiness and low-level college inclinations.

A second evidence of maintaining the success of the Academy is the shared financial obligation and responsibility between the partnering institutions. Facility-readiness costs are a one-time commitment consisting of moderate and ordinary internal alterations to balance high school familiarity with a college experience. Since the facilities are part of the permanent UAHT campus, the College bears the responsibility of building upkeep and maintenance.

As has been stated in earlier sections of the narrative description of the proposed charter school, there are social, economic, and educational realities of which both HPSD and UAHT are not only aware, but also acknowledge as equal interests that dictate shared responsibility. Positive outcomes from the initiative begin with the strong and established vision of how the Collegiate Academy functions. The infrastructure model of early-college immersion and institutional practices of focus on post-secondary educational achievement in formative high school years connect the work of the Collegiate Academy personnel to larger system-wide and state-wide policy and practices. Fostering those connections taps into the power and capacity to support the Collegiate Academy in the long term.

Often sustainability is equated with funding. However, a broader view involves identifying strategies to maintain the elements of the program that are responsible for the most positive outcomes. This more comprehensive view of sustainable change includes capacity building and policy change efforts independent from funding requirements. The Collegiate Academy's level of implementation, requires (in fact, demands) focused, earmarked, and steadfast levels of participation from HPSD and UAHT. Communication of the goals and the successes maintains a base support of the overall program and engages participants, key community members, stakeholders, and decision-makers. Demonstrating specific impacts of the Collegiate Academy on individual students, families, and the school district, and how it is impacting issues and solving key community problems will establish why the program deserves long-term, broad-based support.

Successfully sustaining a project as complex as the Collegiate Academy consists of having a staff in place with new capacities, and creating a coalition of common goals designed to continue well beyond the project's initial set up. There will be changes in policies, procedures, faculty, staff, and even leadership. Partnership infrastructures, continuous improvement mechanisms, and innovative opportunities are the types of changes that could mean the Collegiate Academy may not continue specifically as it was originally imagined. Instead it may well become the change agent that provides the community an adaptable, sustainable, and innovative educational model that persists in a future where change and innovation are the norm.

## ADE EVALUATION      PART C-18: SUSTAINABILITY OF THE PROGRAM

### *Evaluation Criteria:*

- The plan to ensure the sustainability of the charter in the future

CIRC Determination:

Fully Responsive



19. Describe the potential impact of the proposed 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.

Applicant Response:

The Hope Public School District is subject to the jurisdiction of the United States District Court for the Western District of Arkansas by virtue of the orders and plans entered under the case of *Davis, et al. v. Franks, et al., United States District Court, Western District of Arkansas, Texarkana Division, Case No. 88-4082*. The orders and plans of the court case meet the requirements of Arkansas Code Annotated 6-18-1906(a) and probably renders declaration of the Arkansas Code Annotated 6-18-1096(b)(1) exemption unnecessary. However, the Hope Public Schools have operated under old but active desegregation orders that bar creating racially identifiable schools within the district. In accordance with the mandates of *Davis v. Franks*, the Hope Public School District declared itself exempt under Arkansas Code Annotated 6-18-1906(b)(1) and has not participated in public school choice. Hope Public Schools will follow future orders of the United States District Court for the Western District of Arkansas, Texarkana Division regarding the continuing desegregation strategies of the Hope School District.

Following the spirit and letter of previous court orders, the conversion charter for the Hope Collegiate and Professions Academy will have no effect on Hope or any public school districts' efforts to comply with court orders and statutory obligations. Pursuant to Arkansas Code Annotated 6-23-106, the applicant and the local school district board has carefully reviewed the potential impact of the conversion charter application in relation to the efforts of the school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Maintenance of such a unitary system, including the impact of the proposed conversion charter is measured through Hope's annual notifications to neighboring districts that it does not participated in choice due to the impact on the district's desegregation policies

Nothing in the design or operation of the Hope Collegiate and Professions Academy will negatively affect or impact the Hope Public School District or any other Arkansas public school district's desegregation efforts. All potential students of the Academy must meet the same residential eligibility requirements of students in the Hope Public School district. Nothing in the Collegiate Academy's operations as a conversion charter school will hinder, obstruct, impede, delay, or in any manner negatively alter the desegregation efforts of any public school districts within the state of Arkansas.

Collegiate Academy students will be located on the Hope campus of UAHT. The University of Arkansas Hope-Texarkana is an equal opportunity college. Discrimination on the basis of race, color, religion, gender, national origin, disability, age, veteran status, or any other category protected by law is prohibited. The College has an Affirmative Action Officer to whom any questions regarding the equal opportunity policy may be addressed.

During the past six years the University of Arkansas Hope-Texarkana averaged a fall student enrollment of 1465 students. Enrollment averages for African Americans is 34.6% of total enrollments (10% above the service area population). Enrollment averages for Hispanic students is 5.8% of total enrollment (0.7% below the service area population). Other ethnic demographic populations have either remained consistent or increased slightly. The College consistently attracts and services minority student populations.

Charter applicants acknowledge federal and state requirements to comply with all antidiscrimination laws, including the requirements of Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act.



## ADE EVALUATION      PART C-19:      DESEGREGATION ASSURANCES

### *Evaluation Criteria:*

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

CIRC Determination:

See Legal Comments

20. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

**Waiver Topic:**    Teacher Licensure

### **Statute/Standard/Rule to be Waived**

#### **Arkansas Code Annotated**

Code Number	Code Title
● 6-15-1004	Teacher Licensure
● 6-17-309	Teacher Licensure
● 6-17-401	Teacher Licensure
● 6-17-902	Teacher Licensure
● 6-17-919	Teacher Licensure

#### **Standards for Accreditation**

Section Number	Section Title
● 4-D.1	Teachers

#### **ADE Rules**

Section Number (if applicable)	Rule Title
●	ADE Rules Governing Educator Licensure



### Rationale for Waiver

The Collegiate Academy will use college professors who possess outstanding credentials and work history in the various areas of coursework, even if they do not possess a teaching license. The Collegiate Academy wishes to have the flexibility to provide the highest quality instruction possible, regardless of licensure status if necessary any individuals hired as a result of this waiver will meet all other requirements, such as Arkansas Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.

---

### Waiver Topic: Seat Time

---

#### Statute/Standard/Rule to be Waived

##### Standards for Accreditation

Section Number	Section Title
● 1-A.2	Curriculum and Instruction

### Rationale for Waiver

Due to the unique nature of the Collegiate Academy's educational offerings as outlined in this application, the applicant is requesting a waiver of the seat time requirements. The academy will be following a college schedule for courses which results in courses meeting either MWF or TTR. The applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks.

---

### Waiver Topic: Planned Instructional Day/Week

---

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

Code Number	Code Title
● 6-16-102	School Hours/Dates

##### Standards for Accreditation

Section Number	Section Title
● 1-A.5.2	Curriculum and Instruction

### Rationale for Waiver

In order to obtain the flexibility to fully implement the Collegiate Academy experience, the applicant wishes to request a waiver of the planned instructional day/week requirements. The curricular offerings of the high school may be capable of being provided in less than thirty (30) hours per week and/or six (6) hours per day. This waiver would also allow time for off-campus educational experiences/ internships. Since the Collegiate Academy will be located on the UAHT campus and taught by UAHT Professors it would benefit the Academy to follow the college academic calendar.

---



**Waiver Topic: Class Size and Teaching Load**

---

**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-17-812	Class Size and Teaching Load

**Standards for Accreditation**

Section Number	Section Title
● 1-A.6	Curriculum and Instruction

**Rationale for Waiver**

Due to the Collegiate Academy's unique curricular program offerings, there may be instances where instruction is provided to larger groups of students, and instances where an instructor may have to exceed the daily teaching load. While the Collegiate Academy intends to keep such instances to a minimum, we desire the flexibility afforded by the waiver when these instances arise.

---

**Waiver Topic: Waiver of 38 Units**

---

**Statute/Standard/Rule to be Waived****Standards for Accreditation**

Section Number	Section Title
● 1-A.1.3	Curriculum and Instruction

**Rationale for Waiver**

Since the Collegiate Academy is located on the UAHT campus and taught by UAHT professors and the students are placed on certain pathways in order to attain an associates degree all of the 38 required courses to be taught are not offered. The majority of the courses that the students will be taking are college courses which are not a part of the 38 required courses. The students will still be offered the required number of units for each content area but not all of them are a part of the approved 38 required courses. We will ensure that the twenty-two (22) units required for high school graduation are offered and taught, but desire the flexibility to only offer and teach the remaining sixteen (16) units upon student request.

---

**Waiver Topic: Curriculum**

---

**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-15-202	Accreditation



### **Standards for Accreditation**

Section Number	Section Title
● 1-A.1.4	Curriculum and Instruction

#### **Rationale for Waiver**

The applicant is asking for a waiver to embed the Arkansas Academic Standards from two separate courses into one (1) combined course. The Collegiate Academy will continue to teach the Arkansas Academic Standards for each separate course that is combined. If this waiver is not granted then the Collegiate Academy will continue to teach the two selected courses as two separate courses.

---

#### **Waiver Topic: Professional Development**

---

#### **Statute/Standard/Rule to be Waived**

##### **Arkansas Code Annotated**

Code Number	Code Title
● 6-17-701	Professional Development

##### **ADE Rules**

Section Number (if applicable)	Rule Title
●	ADE Rules Governing Professional Development

#### **Rationale for Waiver**

The Collegiate Academy requests a waiver of the professional development requirements for teachers that it employs who are unlicensed (specifically, business/industry professionals who are not teachers by trade, and college professors who hold higher education teaching credentials but are not licensed at the K-12 level). The receipt of this waiver would provide us flexibility to attract knowledgeable, experienced individuals to assist in providing instruction in their areas of expertise.

---

### **ADE EVALUATION      PART C-20:    WAIVERS**

#### ***Evaluation Criteria:***

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

CIRC Determination: **See Legal Comments**



# **Hope Collegiate & Professions Academy District Conversion Charter**

## **APPENDICES**

**Appendix A - Public Hearing Documentation**

**Appendix B - Parental and Community Support Letters**

**Appendix C - Proposed 2019-2020 School Calendar**

**Appendix D - Statement of Assurances**

**Appendix E - Prior Charter Involvement**

**Appendix F - Conversion Charter Agreement**

**Appendix G - Collegiate Academy Student Schedule**

**Appendix H - Participants of Application Process**

**Appendix I - Acronym Key**



## **Appendix A**





Sept. 28, 2017  
6:00 pm



Hope School Board

★ Joint Meeting ★

UAHT Board of Visitors



Parents, youth and community  
members are invited to a



presentation about the proposed  
Collegiate & Professions High School



To be held at



RAPERT AUDITORIUM  
UAHT Campus



For more info:



# **Hope Collegiate and Professions Academy**



Joint Board Meeting

Hope Public Schools Board of Education

UAHT Board of Visitors

September 28, 2017



Hope Collegiate and Professions Academy Joint Board Meeting  
September 28, 2017

Misti Flowers

Vinny Johnson

Jimmy Crutch

Willie Buck Jr.

Hottie Jones

Ken McLenore

Bruce Berry

Bobbie Powers

Debbie

Linda Hynes

Chris Thomason

Samuel Bojars

Jill Bolo



Hope Collegiate and Professions Academy Joint Board Meeting  
September 28, 2017

Dolly Hendley

Casey Carter

Ben Howard

Jim Hogben

Sha D. Lowe

Joselyn Wiley

Carla Marlesky

Carol Ann Dake

Chris Howard

Jim Padden

Phil Smith

John White

Laura Clark



Hope Collegiate and Professions Academy Joint Board Meeting  
September 28, 2017

Dennis Ramsey

Jason Chism

Beth Charles

Rep. DARR, WATSON

Mandy Drews

Carey Schenberger

Janita Ormand

Jennifer Minney

Edessa Walton

Danielle Adams

Robert C. Green

Kathryn Dickinson

Tabatha Rhodes



Hope Collegiate and Professions Academy Joint Board Meeting  
September 28, 2017

Maras Hunt

Oliver Hunt

Catherine Cook

Prissy Dickerson

Karen Davis

Steve Harris

Steven Russell

Julie Russell

David W. Phyllis

Nicole Woods

Velma Madison

JR Wile

Sylvia C Brown

W Latell Taylor



Hope Collegiate and Professions Academy Joint Board Meeting  
September 28, 2017

Dilesha Bradley  
Paul Duke



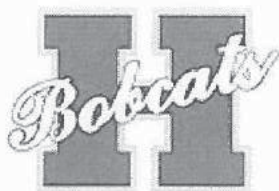


## HOPE PUBLIC SCHOOLS

MENU	
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SCHOOLS	
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HOPE PUBLIC SCHOOLS // NEWS  
// COLLEGIATE, PROFESSIONS ACADEMY VIEWED



## COLLEGIATE, PROFESSIONS ACADEMY VIEWED

KEN MCLEMORE, HOPE PUBLIC SCHOOLS

HOPE – Support was expressed from both the Hope Public Schools Board and the University of Arkansas-Hope Board of Visitors here Thursday night for the development of a standing grades 10-12 collegiate and professions academy on the U of A Hope campus in a re-purposed Johnny Rapert Library Complex on the U of A Hope campus.

The concept was discussed in a joint informational meeting of the HPS Board and the UAHT Board of Visitors.

"Rapert Library is the symbol of when this campus transitioned from Red River Vocational-Technical College to the University of Arkansas System," U of A Hope-Texarkana Chancellor Chris Thomason told some 50 attendees in the Rapert Library auditorium.

Thomason said the partnership already established between U of A Hope and the Hope Public Schools through a concurrent credit program signifies the gravity with which both entities view the opportunity for the unique plan.

"At every juncture of our history, there has been the importance of our partnership with the Hope Public Schools," he said.



He said the concept will "stand as a model for the rest of Arkansas."

The concept calls for a direct collaboration between the HPSD and UAHT, housed on the U of A Hope campus, and intended to provide a rigorous college-level program of study for highly-motivated students in grades 10-12 that would produce a Hope High School diploma and a UAHT Associate's degree at the end of three years.

Classes would be taught exclusively by UAHT faculty, and a pre-planned course of study would be developed for each student. High school students would be integrated into college classes, with no more than 10 students per class.

Students would segue into the full course of study through high school level AP/honors classes and some dual college credit courses. The final two years would consist of dual credit courses and regular college study.

Thomason said HPSD students in the program would still be afforded opportunities in extra-curricular activities both at HHS and on the U of A Hope campus.

He said the academy is to be housed in a remodeled Rapert Library Complex which provides independent entry to the academy apart from a redesigned library entrance. Classrooms, offices and the auditorium in the Rapert complex will be for the primary use of the academy, he said.

Thomason said the Rapert Library will consist of a reading room, library stacks, and college book rental. Additional outdoor instructional space is also anticipated in the current preliminary designs for the building's use, he said.

Thomason said the concept is based on the Northwest Florida State College High School which the UAHT administration and staff have studied.

"We have been considering this for a long time," he said. "This is an exceptional model we're developing for Arkansas."

He said the Florida model incorporates five high schools, while the Hope Collegiate and Professions Academy is exclusively focused on the partnership with the Hope Public Schools.

"We believe one collaboration with one high school is a much stronger model for success," Thomason said.

HPS Superintendent Bobby Hart said the concept would be developed through a "conversion charter" for the academy, bringing Hope High School directly into the model. He noted that statistics have shown both Arkansas and Hempstead County are behind in the level of educational attainment.

"There is a direct correlation between education and income," Hart said.



He said Arkansas currently ranks 48<sup>th</sup> nationally in the percentage of its population with college degrees or certifications, with median income of \$41,262 annually. Hempstead County is 62 among 75 counties in college-level attainment, with annual median income of \$32,122.

Hart said the collegiate and professions academy "conversion charter" is a means to change the arc of outcomes for Hope and Hempstead County for the next generation.

"I am a definite opponent of for-profit charters," he said. "What a conversion charter does is allow a school to waive some state requirements. And, sometimes, they get in the way of doing what is right for the students."

Hart said the Hope Collegiate and Professions Academy is designed for students living in the Hope Public School District.

"This is not about trying to attract somebody back to the district," he said. "This is about an opportunity for the 600 students at Hope High School to be in the middle class."

Hart said the current timeframe for obtaining a bachelor's degree is five years because of costs, which often require students to work, class scheduling, and family circumstances.

"Think of the economic potential we're giving our students at the age of 18," he said.

UAHT Dean of Institutional Effectiveness John Hollis said the plan was worked out by a committee including himself, Hope Academy of Public Service Principal Dr. Carol Ann Duke, Yerger Middle School Principal Joselyn Wiley and UAHT Institutional Research Officer Danita Ormand.

Hollis said, if begun now, approvals from the Arkansas Department of Education and the Arkansas Department of Higher Education would mean that the process could be completed by late 2018 or early 2019.

He said the mission and vision for the academy have been taken from those of both UAHT and the HPSD to provide for the strongest points of "overlap" between the two.

"We want these students to achieve their dreams, whatever they are," Hollis said.

Thomason said a limited "pilot" class might be possible in the Fall, 2018; and he stressed the support which the plan has already received from the head of the U of A System.

"I want to impress upon you how extraordinary this is for Arkansas," he said. "We had to go to Florida to find something similar."



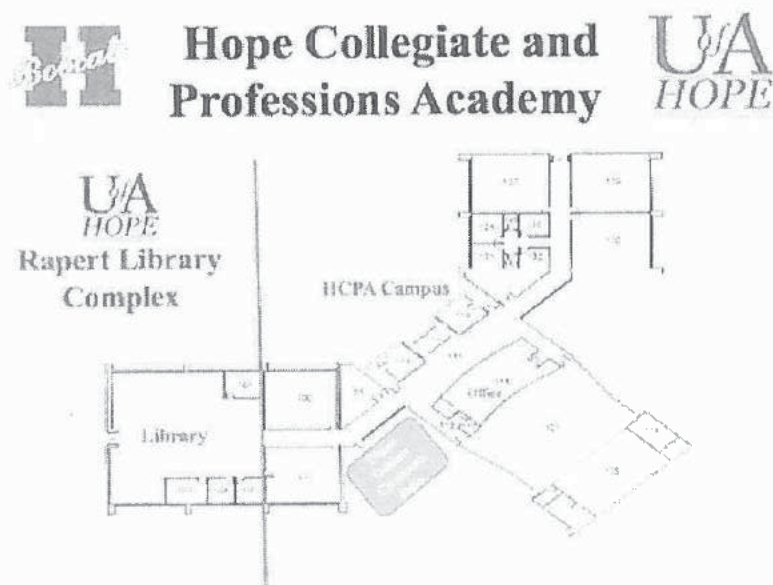
Responding to questions from both boards, Thomason and Hart emphasized their understanding that the program is designed for 16, 17, 18-year old students to take on college-level academics.

Hart said the core of the academy obviously comes from the HAPS, YMS, and HHS campuses.

"These are very motivated students; but, they are high school students," Thomason offered. "If you want the college class, you also, obviously, need that high school credit."

He emphasized that the collegiate and professions programs which make up the academic DNA of UAHT from its days as Red River Vocational-Technical College provide a practical balance and continued affordability.

"We're the most affordable two-year college in the state for a reason," Thomason said. "We pride ourselves on that DNA."





# Hope Collegiate and Professions Academy Public Notice

April 2, 2018 ([Edit](#))

The Hope Public School District will hold a Public Meeting, Thursday, April 26, 2018, at 6:00 p.m. in the Auditorium of the Johnny Rapert Library Complex on the campus of the University of Arkansas Hope-Texarkana, located at 2500 South Main Street, Hope, Arkansas. The purpose of the meeting is to inform the public of Hope Public School's to file an application with the Arkansas State Board of Education for a Conversion Charter School for 10th through 12h grades to be called the Hope Collegiate and Professions Academy. The Hope Collegiate and Professions Academy is a joint venture between Hope Public Schools and UAHT. Representatives from each institution's Board and administration will be present. All interested persons are invited to attend.

For more information, contact John Hollis at 870-722-8209 or [john.hollis@uacch.edu](mailto:john.hollis@uacch.edu).

• Search for:

[CLICK HERE TO SCHEDULE TEST](#)

• [Licensed Practical Nursing Application](#)



• **Upcoming Events**

- April 3 Fall & Summer Registration Begins
- April 27 Last Day of Classes
- April 30-May 3 Final Exams
- May 4 Deadline to Return Spring Books
- May 7 May Intersession Begins
- May 8 Graduation
- May 28 College Closed (Memorial Day)

[Return to top of page](#)

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Offline





## University of Arkansas Hope-Texarkana

Written by Casey Curtis · April 16, 2018 at 8:00am ·

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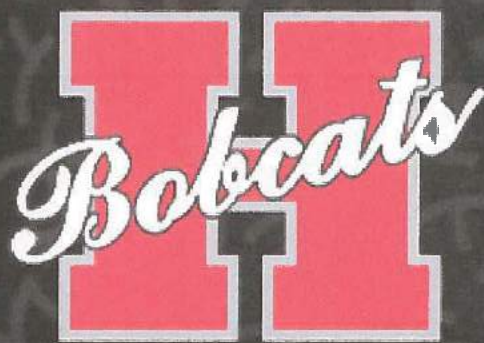
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**Hope Collegiate and Professions Academy**

# *Public Meeting*

**THURSDAY @ 6:00PM**

**4 . 2 6 . 2 0 1 8**

**Rapert Library Complex**

**University of Arkansas  
Hope-Texarkana**



## PROOF OF PUBLICATION

Hope, Arkansas 71801 April,  
20 18.

STATE OF ARKANSAS  
HEMPSTEAD COUNTY: ss

I, Teresa Hicks, do solemnly swear or affirm that I am Publisher of the HOPE STAR, the daily newspaper printed in Hempstead County, and that I was such publisher at the date of the publication hereinafter stated, and that said newspaper had a bona fide circulation in such County at said date, and had been regularly published in said County for a period of one year next before the date of the first publication of the advertisement hereto annexed and that the said advertisement was published in said newspaper 1 times for 1 weeks consecutively, the first insertion therein having been made on the 4th day of April, 20 18 and the last on the        day of       , 20       .

Teresa Hicks  
Teresa Hicks, Publisher

Sworn and subscribed to before me this 12th  
day of July, 20 18.

Marcia Hunt  
Notary Public

My commission expires: 07/20/19

Printer's Fee: \$         
Cost of Proof: \$       





## **NOTICE OF PUBLIC MEETING**

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ng in response to the man who wants to keep his cancer prognosis secret until he hears the end "Keeping It to Myself," Jan. 11).

I mother was diagnosed with metastatic lung cancer that had spread to her brain. Her dizziness is how we found out. She didn't want to tell anyone for a while (which sur-

LYN IN NEW YORK

DEAR ABBY: After chemo and clinical trials failed to contain my husband's cancer, he was told he had less than a year to live. We had already shared the initial prognosis with family and friends. Loved ones from near and far have visited him, called and emailed. Their visits have done

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### NOTICE OF PUBLIC MEETING

The Hope Public School District will hold a Public Meeting, Thursday, April 26, 2018, at 6:00 p.m. in the Auditorium of the Johnny Rapert Library Complex on the campus of the University of Arkansas Hope-Texarkana, located at 2500 South Main Street, Hope, Arkansas. The purpose of the meeting is to inform the public of Hope Public School's intent to file an application with the Arkansas State Board of Education for a Conversion Charter School for 10th through 12th grades to be called the Hope Collegiate and Professions Academy. The Hope Collegiate and Professions Academy is a joint venture between Hope Public Schools and UAHT. Representatives from each institution's board and administration will be present. All interested persons are invited to attend. Contact person: Bobby Hart, Superintendent, Hope Public Schools, 117 E. Second St., Hope, AR, 71801; Telephone, 870-722-2700.



Hope Collegiate  
and Professions Academy



Public Hearing  
April 26, 2018



Hope Collegiate  
and Professions Academy



Arkansas Code Annotated §6-23-201

Held for the purpose of assessing support  
for the establishment of a conversion charter  
school

Participants' signature of presence is not an  
indication of support





## Hope Collegiate and Professions Academy



### Key Points of Mission Statement:

- academic and career pathways to a diverse community of high school students
- three-year curriculum that simultaneously earns students a high school diploma and an associate degree
- environment that is dedicated to student success and accountable for college-level student achievement



## Hope Collegiate and Professions Academy



### Key Programming Features

- College-level immersion
- Not just college-ready, but college-proven
- Immediately elevates students toward a four-year degree or toward entering the workforce at higher educational readiness levels and earning potentials.

### Innovations

- The Collegiate Academy creates a new model of education
- Curriculum and course content are no longer the core differentiators.
- Innovative education adapts to students' needs
- Knowledge and learning expand beyond subject





## Hope Collegiate and Professions Academy Measurable Goals



- Between 45% and 80% of students ready or exceeding on ACT Aspire Summative Assessment in Core Content Area
- 100% of students will complete and maintain a Personal Success Plan (PSP) each year
- 100% of students will create and maintain an ACT Profile Account
- 100% of students complete and submit at least 1 application for admission to a four-year institution
- 100% of students in Composition I and Composition II pass both courses
- 100% of the students complete the Collegiate Academy with a high school diploma
- 80% of students complete college classes with 2.75 grade point average or higher
- 80% of students complete the Collegiate Academy with simultaneous high school diplomas and a college credential
- 100% of students will attend a financial aid workshop provided by UAHT



## Hope Collegiate and Professions Academy



### Top Four Barrier To Pursing a College Degree

- Overwhelmingly college-qualified students who did not enroll in college pointed to cost as the primary obstacle to their enrollment.
- Academic skill needs
- Misconceptions about college in general
- Feelings of disconnection

### Ways the Collegiate Academy Addresses Barriers

- The Collegiate Academy is a public school that is free of charge to students.
- Fills that gap between what high schools teach and what colleges expect.
- Early introduction to and immersion in a college campus environment
- Collegiate Academy student-to-student interactions, engagement with professional faculty and staff, and overall daily campus environment address any feelings of disconnection.





## Hope Collegiate and Professions Academy



- The Collegiate Academy schedule of courses enables students to complete their high school graduation requirements and an associate degree toward either academic transfer or technical education.
- 9<sup>th</sup> grade: four (4) simultaneous high school and college-level credits
- 10<sup>th</sup> grade: six (6) simultaneous high school and college-level credits
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- 12<sup>th</sup> grade: twenty-four (24) simultaneous high school and college-level credits
- 9<sup>th</sup> through 12<sup>th</sup> grade course schedule meets all standards for high school graduation as required by the Arkansas Department of Education.



## Hope Collegiate and Professions Academy



- The Hope Collegiate and Professions Academy is not for every student
- The current relationship between Hope High School and UAHT for concurrent credit students is not effected
- Since 2010, Hope High School students who have completed concurrent credit classes at UAHT have averaged an 84.7% success rate



# Questions





**Joint Public Meeting  
Hope Public Schools and UAHT Board of Visitors  
Thursday, April 26, 2018; 6:00 PM  
Rapert Library Complex**

**Minutes**

**Hope Public School Board:** Bobby Hart/Superintendent, Kathryn Dickinson (Zone 6), Jimmy Courtney (Zone 4), Willie Buck (Zone 3),

**UAHT Board of Visitors:** Dennis Ramsey/Vice-Chair and Jerry Pruden/Secretary

**Hope Public Schools:** Dr. Carol Anne Duke, Hope Academy of Public Service; Bill Hoglund, Principle Hope High School; Josclyn Wylie, Principle Yerger Middle School;

**UAHT Cabinet:** Chancellor Chris Thomason, Laura Clark, Vice Chancellor of Academics; Brian Berry, Executive Vice Chancellor; John Hollis, Dean of Institutional Effectiveness; Dolly Henley, Director of Hempstead Hall; Jill Bobo, Director of Institutional Advancement; and Marla Matthews, Executive Assistant to the Chancellor

**I. Greeting (Chris Thomason, Chancellor of the University of Arkansas Hope-Texarkana)**

On the behalf of the University of Arkansas Hope-Texarkana (UAHT) Board of Visitors, Foundation Board, and faculty and staff, Chancellor Thomason, welcomed all in attendance to the UAHT Rapert Theatre for one of the most historic events in the legacy of the campus and the Hope Public School District. Chancellor Chris Thomason noted the attendance the UAHT Board of Visitors, Hope Public School Board of Directors, UAHT Campus community, Hope Public School community, and the Hope Public School District community in general.

Chancellor stated that this meeting is a formal public meeting, to allow open discussion and questions regarding of the Hope Collegiate and Professions Academy. All are invited to listen to a short presentation and ask questions regarding the pending notice of intent to apply for a conversion charter, in a joint venture between the Hope Public School District and the University of Arkansas at Hope. The Hope Collegiate and Professions Academy will be located within the current Rapert Complex.

Chancellor Thomason expressed excitement about the forthcoming outcomes, as our community has witnessed at the Hope Academy of Public Service (HAPS), which was recently announced as a level "A" school. Students given the opportunity, they can achieve at their highest level. The Hope Collegiate and Professions Academy will support the highest level of learning in the State of Arkansas.

Chancellor Thomason thanked all for attending and encouraged their participation in the meeting, as he yielded the floor to Mr. Bobby Hart, Superintendent of the Hope Public Schools.

**II. Bobby Hart, Superintendent of the Hope Public Schools**

Mr. Hart stated the two goals that the Hope Public School District holds to be most important:

1. All students in the Hope Public School District are on grade level in math and in literacy.
2. All students graduate with an opportunity to go directly into the workforce, military, or to college; prepared to either earn a living or a college degree.



He stated upon completion of these two goals, the lives of our students, families, and communities will be better. Mr. Hart stated that HPS will get there and has taken steps to make progress in this directions. The Hope Collegiate and Professions Academy will assist the HPS in achieving our second (2<sup>nd</sup>) goal. HPS To make sure every student graduating from Hope High School will have a skill set that they can take to directly to the workforce, or possess 60 hours in an Associate's degree to take on to a university or workforce if they choose. Mr. Hart stated he is pleased to be working with the University Arkansas Hope. He thanked all for their commitment to Hope Public Schools and our community.

Mr. Hart stated that the Hope Academy of Public Service (HAPS) has required high expectation from parents, communities, teachers, and belief and support from the community members, thereby producing successful students. Applying these same principles across the Hope Public School District will result in successes for all of our students.

Mr. Hart thanked Ms. Joslyn Wylie/Yerger Middle School, Mr. Bill Hoglund/HPS, Dr. Carol Duke/HAPS, and Ms. Laura Clark/UAHT. At which time Mr. Hart yielded the floor to Mr. John Hollis.

### **III. Hope Collegiate and Professions Academy Presentation (John Hollis, Dean of Institutional Effectiveness)**

Mr. Hollis introduced himself to all in attendance as the Dean of Institutional Effectiveness at UAHT. He noted the other Hope Collegiate and Professions Academy Team member is Brian Berry, Executive Vice Chancellor at UAHT.

Mr. Hollis stated this is a required meeting under Arkansas State Law. The meeting held for the purpose of assessing what the public thinks about what we are doing. With that being said John Hollis began the following presentation.

- Arkansas Code Annotated §6-23-201 – Required Public Meeting
- Held for the purpose of assessing support for the establishment of a conversion charter school
- Participants' signature of presence is not an indication of support

#### **Key Points of Mission Statement:**

- academic and career pathways to a diverse community of high school students
- three-year curriculum that simultaneously earns students a high school diploma and an associate degree
- environment that is dedicated to student success and accountable for college-level student achievement

#### **Key Programming Features**

- College-level immersion
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#### **Innovations**

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#### **Hope Collegiate and Professions Academy Measurable Goals**

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#### **Top Four Barriers To Pursuing a College Degree**

- Overwhelmingly college-qualified students who did not enroll in college pointed to cost as the primary obstacle to their enrollment.
- Academic skill needs
- Misconceptions about college in general
- Feelings of disconnection

#### **Ways the Collegiate Academy Addresses the Barriers**

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#### **Hope Collegiate and Professions Academy**

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Upon the conclusion of the presentation, Mr. John Hollis, opened the floor for public comment and questions.



#### **IV. Questions/Comments – Floor Open**

**Question 1: What are the minimum qualifications for a student who wants to aspire to participate?**

**Answer [John Hollis]:** There are qualifications because they are taking full college credit courses the Department of Higher Education require certain score levels on standardize testing; an ACT 17 in English; ACT 15 in Math. The student may go into the 8<sup>th</sup> and 10<sup>th</sup> grade year without their score being at this level, due to the college classes being taken during these years do not require this level of a reading score; however it is the standard. To be eligible we have some minimum scores: ACT 17 in English and at least an ACT 15 in Math. This is based upon what we know that will get the student to success based on this level.

**Question 2: What is the local selection process?**

**Answer [Chris Thomason]:** There is an application process to eligibility and a tiered approach to admission. Some of the scores and requirements are in the process of development and subject to some change as we transition through the conversion charter process.

The tiered approach at this time has four (4) tiers, which is driven by your college readiness scores; ACT or ACCUPLACER. When applying for the 10<sup>th</sup> grade, the tiers will recognize your readiness and deficiencies. The first tier is admission, then it drops down by the number of final subjects the student is ready in, down to the final tier. The final tier requires that all students be within striking distance of the required scores. The school district and the campus will elevate the student with additional work within the time period to achieve the scores that are necessary to take college level work.

**Question 3: When a student graduates from high school and ready to go into a four year college, will the student be consider a freshman?**

**Answer: [Chris Thomason]** Under the Roger Phillips Transfer Act, Arkansas State law requires all Arkansas public institution of higher education to accept the student as a junior. Sixty (60) hours is required for all to achieve the majority of the AAS degrees. Upon the completion of the Academy the student will graduate with a high school diploma and an AAS Degree simultaneously, thereby the student must be accepted as a junior.

The benefits of receiving an Associate's degree is twofold:

1. Studies show that even if something happens in the student's life and this is the highest level of attainment they received, it increases the earning power by .5 million dollars over the span of their working life.
2. Not only will the student be accepted as junior at a four (4) year institution, it elevates them on their academic challenge scholarship. At this time, a traditional freshmen going straight into college receives a \$1,000.00 lottery scholarship. The Academy students will be eligible to select in to junior status, increasing it to a \$4,000.00 lottery annual award. Couple this will Pell (\$5,900.00 annually) the student is looking at a full \$10,000.00 annual award.

The beauty of the Academy is that the first two years of college instruction, does not cost the student anything. The average cost of a four (4) year university is about \$15,000.00. If you assume the student would have went from high school as a freshman to a four (4) year institution the first two years, the savings to that family is about \$30,000.00, which in essence writes a scholarship for the junior and senior scholarship.

**Question 4: Do the students that graduate the Academy have the opportunity to receive a transfer scholarship?**

**Answer [Chris Thomason]:** Yes, it will position the student to be eligible for the Transfer scholarship. An entire line of scholarships is available to the students who achieve their Associates Degree. There is a reason why the academic challenge is \$1,000 (freshman), \$3,000 (sophomore) \$4,000 (junior) and \$5,000. The likelihood of a first year student dropping out is the highest level. In order to minimize and mitigate the risk, the first year scholarship is at its lowest. This has a negative impact on students that can succeed but



lack monetary assistance. The same theory applies to transfer scholarships. Four year universities look at a student who has graduated with their Associates Degree as college proven students. The student has a track record of success at a college level thereby opening up a whole avenue of scholarship possibilities for transfer students.

**Question 5: Can you elaborate on the timeline of when the charter school and pilot program begin?**

**Answer [John Hollis]:**

- Letter of Intent - HPS (Hope Public Schools) and UAHT (University of Arkansas Hope-Texarkana) filed a letter of intent March 2018.
- Application - The application process, which is currently being written, is due to the Arkansas Department of Education on August 2, 2018.
- Hearings – Review the applications. The Hope Collegiate Academy Team will go to the hearing in Little Rock to respond to any questions the State may have. (October 16, 17, and 18, 2018)
- Follow Up – Arkansas Department of Education has the option to request the Hope Collegiate Academy Team return to Little Rock for further fact gathering. (November 2018) Following this meeting, the Hope Collegiate Team will receive notice of the Department of Education’s approval or not.
- Hope Collegiate Academy will not be available to begin until Fall 2019.

At this time, HPS and UAHT are establishing a “pilot” program for the Fall of 2018. It is not part of the Hope Collegiate Academy, but a pilot program with a limited number of students participating allowing us to get the 10<sup>th</sup> grade here in limited number, assisting us in working through all of the challenges of this new program. Upon approval of the Hope Collegiate Academy and the success of the pilot 10<sup>th</sup> graders, they will move into the Academy in their junior year.

**Answer [Bobby Hart]:** Students interested in the structure of the pilot program and how the pilot program will work, are urged to contact Mr. Hoglund, Mr. John Hollis, or Dr. Carol Duke. Hope High School has a great concurrent partnership with UAHT. Hope High seniors in 2017, graduated with 788 college hours. This is life changing, however what the Hope Collegiate Academy wants to provide is the next step for the student who desires to pursue an advanced degree at a four year school.

Mr. Hart encouraged all interested in the pilot program to reach out to the HPS and UAHT Team.

**Question 6: Certainly the program is geared to those coming through the HAPS Program that is already in existence, and also perhaps Yerger, and that type of situation. What kind of mechanism is in place for a student that might be attending Spring Hill or Garrett Memorial? Are there seats available for that situation?**

**Answer [Bobby Hart]:** If you’ll enroll in Hope Public Schools and you qualify; you are in. It is not for, and I love the south side of our county, and I love Christians, but this is for the Hope Public Schools.

**Answer [Chris Thomason]:** This is a conversion charter, therefore if you technically live and are engaged in the Hope Public School District you can participate, and technically with school choice there is potential for outside district participation, which is a discussion to be held.

**Answer [Bobby Hart]:** Mr. Hart stated school choice has not been court settled as of yet.

**Answer [Chris Thomason]** The Hope Collegiate Academy is a conversion charter. The letter of intent may be found and reviewed on the ADE’s website. You will find open charters listed on the website, however the Hope Collegiate and Professions Academy is the only conversion charter listed. Chancellor Thomason recommended that all go to the website and review the letter of intent.



If you are interested in the Pilot program that you very quickly discuss with Mr. Hoglund and/or Dr. Duke.

**Answer [Bill Hoglund]:** Not being in HAPS, does not preclude you from participating. Qualifications are important regarding not where you attend school; as long as you are in the Hope School District.

**Answer [Chris Thomason]:** It is an opportunity for all students.

**Question 7: In High school you normally have a counselor; how will this be handled in the Hope Collegiate Academy?**

**Answer [Chris Thomason]:** Personnel will be assigned as outlined by the application. All personnel will be on the UA-Hope campus; Counselor, Dean, and all resources of the UA Hope Campus. In addition, this is a joint venture with Hope Public Schools and we will share all resources necessary to support student success. One of the good examples of a key differentiation of the total immersion model, even the high school classes are designed to be taught by college faculty UA-Hope campus. Obviously, the students will be taught in collaboration with high school teachers, but the vast majority of these classes students will be taught by college instructors in a college environment for high school credit.

**Answer [Dr. Carol Duke]:** The faculty members will also serve as Advisors. Students will have the advantage of small group advisory to be another outlet to help them with guides and advisement as well other services

**Question 8: Will the Dean will serve as Principal?**

**Answer [Chris Thomason]:** Yes

**Question 9: What is the disparity of the cost of lunch for a high school student compared to a college student?**

**Answer [Bobby Hart]:** Hope Public Schools recently partnered with Aramark, a food services management company. Aramark has been advised of the number of students to be served during the pilot program and the Academy within the next. Mr. Hart stated that all HPS Campuses are CEP (no cost lunch) and the same will apply to the students attending the Hope Public Academy.

***Returning to the Question 6: Being a HAPS student is not a requirement of eligibility to attend, or apply to be a student at the Hope Collegiate Academy.***

**Answer/Clarification [Chris Thomason]:** Even though it is not required to be a HAPS student, the HAPS public service model demonstrated at HAPS has been so successful that it will be fully elevated and replicated within the Hope Collegiate Academy. The UA-Hope has submitted a request to be a practicum site this coming year. The Clinton School of Public Service of Little Rock provided two teams back to back, to assist Dr. Duke and her staff with a design of what public service learning would look like in a middle school environment. The Clinton school teams designed, delivered and implemented the service model curriculum to HAPS. Our team has submitted a similar request for the Clinton School of Public Service to fully integrate this service mode within the Hope Collegiate Academy.

**Question 10: If this approved, how will this affect the school for students going into the 9<sup>th</sup> grade Fall 2018, or is this part of the Pilot? The rising 8<sup>th</sup> graders?**

**Answer [Chris Thomason]:** Chris elaborated on the key difference between HAPS students and others. The HAPS students already complete their 9<sup>th</sup> grade hours on our campus concurrently. If your student is at Hope High School in 9<sup>th</sup> grade, they will need to complete those hours through the concurrent program.

**Answer [Laura Clark]:** The Academy Team has integrated elective scheduling times in the 11<sup>th</sup> and 12<sup>th</sup> grade year. These times are available in morning and afternoon time slots. The time will provide



opportunities to our students interested in band, athletics, or provide additional time for make-up hours.

**Answer [Bobby Hart]:** The scheduling goes to show that the Academy Team has thought through and resolved many scenarios, before they became problems. He praised the Team for their efforts.

**Question 11: The important part of the high school experience is the extra curricula activities. Will these students still have the opportunities?**

**Answer [Bobby Hart]:** Yes. The Academy students are Hope High School Bobcats. It does not matter if the student plays basketball, football, Band, runs track, or decides to be a cheerleader, etc. We want all students to be involved in whatever capacity the student chooses.

**Answer [Chris Thomason]:** A student at the Collegiate Academy may fully participate in extra curricula activities from the high school campus. Travel back to the campus and participate.

Also, under the Collegiate Academy immersion model, all students have the opportunity to fully participate in UA-Hope campus extra curriculum activities; student organizations/groups, Phi Theta Kappa, etc.

**Public Service Component.**

**Explanation [Dr. Carol Duke]:** Yerger and High Schools both have public service component programs; \_\_\_\_\_ and East Programs. Both of these programs possess strong public service learning, however not as defined as the HAPS Service model, which includes Public Service Saturday. However, Dr. Duke stated there are public service pathways in place at Yerger and Hope High School, and they have just as much service learning experience to bring to Hope Collegiate Academy as those students from HAPS.

**Question 12: How will the school handbook be designed?**

**Answer [Bobby Hart]:** The Hope High School and UA-Hope Campus have a code of conduct. If and when, a student makes a mistake, the issue will managed in accordance to the handbooks rules and guidelines. All rules from Hope High and the Campus both apply. The team has focused on behavioral situations that may arise. If you are in the Academy, it is because you are ready to make the next step academically and socially, much like the behavior contract at HAPS. If we have to worry about a student behaving properly, the student is probably not a fit for the Collegiate Academy.

**Answer [Chris Thomason]:** This is a great question. UA-Hope is a college and we expect students to conduct themselves like other students on our college campus. Students may not be a distraction to the higher education learning environment.

The good news is the demonstration on how wonderful our kids can perform when given the opportunity. I believe the success of our concurrent students should give everyone in this room assurance that the Collegiate Academy will have the same great successes. UAHT has had significant concurrent experience with twelve (12) high schools in the Southwest Arkansas region. Our campus averages about 300 concurrent students per year. Many of whom are on our campus at different times throughout the day, not a full day. UAHT has had minimal issues with conduct while concurrent students are on our campus. All of our faculty and staff reinforce our college environment and that we do not tolerate conduct issues. Our concurrent students have a wonderful track record of success on our campus and one of those reasons is due to great conduct.

**Question 13: Will the current testing scores like aspire indicate we will max out 9<sup>th</sup> grade in applicants?**

**Answer [Bobby Hart]:** We hope so. Upon review of placement scores from current 9<sup>th</sup> graders, that did not participate in the HAPS model grades 5 and up, they were in Pre-AP opportunity. There are not as many of these students as we would like, however we would like to max out. If we max out and feel we



have the resources to expand, and the Charter authorizing Board would allow us to expand, we certainly would.

**Question 14: How many students will that be?**

**Answer [Bobby Hart]:** HAPS has served 250 students and are about at capacity on their campus. If the Collegiate Academy reaches this level of success, we will be very pleased.

**Answer [Chris Thomason]:** Keep in mind the HAPS model is 5 – 9, the Collegiate Academy model is 10-12. The Charter application letter of intent seeks for authorization of 50 students per grade; totaling 150 students.

**Question 15: Students in transition, especially 9<sup>th</sup> graders, are online classes an option?**

**Answer [Dr. Carol Duke]:** Some of our current 9<sup>th</sup> graders have taken advantage the virtual academy which we offer in the district. The time management issues and the discipline required to not, on a consistent basis, engage face to face with an instructor, is a very big challenge for students at this age level. Certainly for core courses we do not recommend it, elective courses are a little different. Our instructors are very good about corresponding with our students electronically. It is difficult for mature adults to manage an online course. We are not there yet.

**Answer [Chris Thomason]:** HPS and UAHT are doing something very innovative within the State of Arkansas. Chancellor Thomason recommended all go online and review the success of the North West Florida Collegiate High School. It is different in key ways, however they are the model of success from a collegiate high school level.

North West Florida Collegiate is in their 14-15<sup>th</sup> year and are ranked the number 1 high school in Florida, basically every year, and have been awarded three national blue ribbons. They have assisted us in identifying some issues early on regarding online instruction, especially for high school credit online instruction may be an option to ensure a student successfully completes their high school degree; if they are having an issue for example, with performance in a core college class. There may be some uses for online instruction, but it will be more limited. We want the total college immersion experience.

**Answer [Laura Clark]:** One of the college classes will be the online class. So that all students will get the college experience online. The programs is designed for students to have seat time in an online class. To ensure our students are ready, we will offer ACT and ACCUPLACER Prep classes around the first of June. We want our students to thoroughly understand the exam. The first week in June we will give the ACT Prep class, and the second week the ACCUPLACER Prep class. The prep will allow you to take the test in June.

**Comment [Chris Thomason]:** Mr. Thomason encouraged all students to plan to take the prep classes.

**[Bobby Hart]** Excused himself from the meeting due to the Hope High School Band performance at Hempstead Hall. He thanked all for attending.

**Question 16: In mentioning the signing of a contract, do you encourage parents to be involved?**

**Answer [Chris Thomason]:** One of the central characteristic of the success of HAPS, is to have parents, guardians, and/or caregivers directly involved in education. With this being such a rigorous course of work with the public service learning model embedded in it, there will be a requirement as we have seen, for example at HAPS, for a continuation of their involvement. The Team will be working on the finalization of the contracts. If any are familiar with the HAPS Contracts, you will see a lot of the similarities in Hope Collegiate Academy contract document as well.



**Question 17: Is any of the contract information online?**

**Answer [Dr. Carol Duke]:** Yes. However, if you cannot find the information online, you may call HAPS or come by and pick up a copy.

There is a \$20 fee to participated ACT and ACCUPLACER Camps \$20, if you are a current student on any of our campuses the campus you attend will pay the fee for you. If cost is the barrier, you do not have one.

**Comment [Jill Bobo, Director of UAHT Institutional Advancement]:** The UAHT Foundation has scholarships available for ACT Prep classes, for those students that do not qualify through the Hope School District.

**Comment [Laura Clark]:** If you are outside of school district and you would like to apply for this scholarship, please contact Ms. Jill Bobo.

**Question 18: What grades should take the Prep Classes?**

**Answer [Dr. Carol Duke]:** Primarily incoming 8<sup>th</sup> graders and above.

**Answer [Laura Clark]:** We certainly want all students going into the 10<sup>th</sup> grade to take it. Any individual 11<sup>th</sup> or 12<sup>th</sup> Graders wanting to raise their ACT score are encouraged to attend the prep classes as well.

**Question 19: Is the ACT/ACCUPLACER on the website.**

**Answer [Chris Thomason]:** Yes. [www.uacch.edu](http://www.uacch.edu)

**Question 20: Is the State funding formula for the college going to make up for the 200 potential students who might have come here, but now not paying for their cost of education?**

**Answer [Chris Thomason]:** As a joint venture between UAHT and Hope Public School district, the financial impact will not be a burden to the UA- H Campus. The direct partnership ensures that we can sustain the collegiate high school for the long term. The outcomes based funding model actually with the potential for these students to complete for example, will enhance our treatment of the formula. The majority of our funding does not come from that source, however some of our funding does. UAHT finished in the top seven in the state and we are one of the few received additional funding because of the successes of our students. Our graduation rates continue to go up and we continue to be successful. UAHT is very comfortable of the design of the program and the financial viability of this program.

**Question 21: If I am a tenth grader and want to transfer into the Hope School District, what does my schedule look like? Do I begin my day at Hope High School in the morning and bused to the college?**

**Answer [Chris Thomason]:** The schedule for the Collegiate Academy is the same for all attending. All students begin their day on the UA-Hope Campus. If a student is participating in extra curricula activity, then that student will be bused over to Hope High School for that activity, then return to the UA-Hope Campus.

The Rapert Complex is the location of the Hope Collegiate Academy. The 10<sup>th</sup> grade year, is considered the boot camp year because the majority of the hours students are enrolled in, are high school hours being taught in the Collegiate High School building, by college faculty. The only time students will leave the Collegiate High School building during their 10<sup>th</sup> grade year, will attend their Science Lab on the UA-Hope campus, in a different building, because we do not have a Science lab in the Rapert Complex. Currently UA-Hope has 10<sup>th</sup> grade students on this campus from Hope High, Spring Hill, Blevins, Arkansas High, and Garrett, plus on our campus every day. During the student's junior and senior year a capped number of the Collegiate Academy students will be immersed in the college classrooms so it will not degrade the true college experience on UA-Hope Campus.

**Comment [Dr. Carol Duke]** If transferring into 10<sup>th</sup> grade next year at this time, all students will be on the Hope High School campus full time because 10<sup>th</sup> graders will not be a part of this program until we



receive charter approval for the 2019-20 Academic year. 10<sup>th</sup> graders next year will are Hope High School 10<sup>th</sup> graders, unless they make application with Mr. Hoglund or Dr. Duke. The pilot program has limited seats. If you are a 9<sup>th</sup> grader anticipating to be a part of this program next academic year, you need to visit with Mr. Hoglund immediately and get transferred in before you become a 10<sup>th</sup> grader. **Comment [Chris Thomason]:** The estimated seating for the pilot program is 20 seats. May 1, 2018 you may apply for the pilot program for the 2018-19 academic year.

**Question 22: Are the students currently in HAPS are they in?**

**Answer [Dr. Carol Duke]:** They are in the process. They have completed college algebra this year and 6 hours of credit. Those students that are ACT or ACCUPLACER score ready will join the pilot program and complete the 4 hours that will become the 9<sup>th</sup> grade piece. Just because a student is in 9<sup>th</sup> grade at HAPS, does not give you entrance into the pilot program. All students must be ACT or ACCUPLACER ready, or within striking distance. Participation in the prep camps in June will help.

**Comment [Chris Thomason]:** HAPS and High School students will receive a letter, tier approach document, along with the ACT and ACCUPLACER camp information.

**Comment [Dr. Carol Duke]:** Counselors are contacting 9<sup>th</sup> graders individually and giving them their current ACCUPLACER scores to reach any that may be interested.

No other questions.

John Hollis stated the Team is always available to answer your questions.

Chancellor Thomason thanked all for their attendance, on behalf of Superintendent Hart, the entire Hope Public School District, and all the folks of the University of Arkansas Hope-Texarkana. He encouraged each one to remain engaged throughout the process. He stated that nothing is more important the future of all our children in this community and the surrounding area. This project and initiative demonstrates the commitments, of both institution's Boards to ensure that your children have a world class opportunity in Hope, Arkansas. He assured all in attendance that all partners will work hard to deliver on this promise. Once again, Chancellor Thomason thanked all for their attendance

Meeting adjourned.



## **Appendix B**



July 27, 2018

To Whom It May Concern:

I am writing this letter to share why we as parents have chosen to support the Hope Collegiate & Professions Academy by sending our oldest child to be part of the first class.

In May of 2017 my husband and I realized that the current educational plan we had in place wasn't enough for our children. All of them needed a more challenging curriculum, but homeschooling isn't an option for our large family. Together, we put together some resources for the children to work on outside their traditional classrooms both during the school year and the summer months. It wasn't a perfect solution (we realize there are none of those) and it added to their already busy schedules, but it increased their curiosity and problem-solving skills, so we felt we were moving in the right direction. However, we worried that they were missing out on critical experiences they needed for the hard sciences that all of them have expressed interest in pursuing.

At the same time, we began researching colleges and costs. We were quickly overwhelmed by the thought of how much it was going to cost to send four children to college and graduate school. We made the choice to put our house on the market and purchased an older, less expensive home with the plans to take our equity and open an Arkansas 529 savings plan for each of them. Still, we estimated it would take approximately \$336,000 to send all four of them to four years of college in state.

Last May, when I read the announcement detailing the plans for the Hope Collegiate & Professions Academy, I won't lie, I was so relieved and excited for what it could do for our family and our community I almost cried. When our four children finish this program with their various Associates degrees they will have saved over \$168,000 for our family and be halfway through with their first



degree. It's our belief that due to the complexity of the classes the students will be more prepared than ever to take the ACT test and score well. An increased score means more scholarships dollars and less out of pocket college costs. All these cost savings can then be used to help finish their first degree or be put set aside for graduate school.

In addition, they will be two years closer to their chosen profession. It's difficult to estimate how much that will help them financially because we don't know their exact career paths yet, but anyone who can go to work two years sooner is most certainly going to have greater earning power, and greater earning power equals a greater ability to give back to their community.

The rigor of these classes will also prepare them for the expectations of traditional college life and we expect to see our children transition seamlessly from home to college and then graduate school with help from HCPA. This ability means they are less likely to become overwhelmed by the demands of college life and fail or drop out.

We are extremely excited to have this opportunity available for not only our four children, but also all the children within the Hope Public School District. We will continue to support this endeavor as it moves forward to educate and train the future members of our community and state.

Sincerely,

  
Laura Beth Martin, PharmD.



# City of Hope

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P. O. Box 667 • Hope, Arkansas 71802-0667 • (870) 777-6701 • Fax (870) 722-2579

July 24, 2018


Arkansas Department of Education  
Charter School Office  
Four Capitol Mall, Room 302-B  
Little Rock, AR 72201

Dear Madam/Sir,

The City of Hope is in full support of the innovative and fully integrated partnership between the Hope Public School District (HPSD) and University of Arkansas Hope/Texarkana (UAHT) to provide a conversion charter school referred to as Hope Collegiate and Professions Academy in Hope, Arkansas. HPSD and UAHT are essential components of our community. The educational opportunities offered by this unique partnership provide potential unparalleled benefits to the students of the Hope Public School District that desperately need increased academic, technical and other enhanced educational opportunities in order to compete in future job markets.

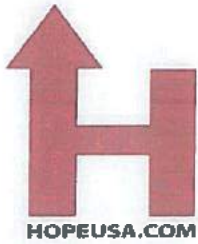
The City of Hope believes that enhanced educational opportunity for our citizens is a fundamental foundation of future success not only for our community, but also the region, State and Nation. We take great pride and pledge our full support for this educational endeavor. We still believe in a place called Hope and will do everything possible to ensure the academic success of our citizens.

Greatest Respect and Kindest Regards



For: Steve Montgomery, Mayor  
By: Don Still, Vice Mayor  
PO Box 667  
Hope, AR  
71801





HEMPSTEAD COUNTY ECONOMIC  
DEVELOPMENT CORPORATION  
*PO Box 971, Hope, AR 71802*  
*Phone: 870-777-8485 Fax: 870-777-5266*

July 26, 2018

The Arkansas Department of Education  
Charter School Office  
Four Capitol Mall, Room 302-B  
Little Rock, AR 72201

Dear Madam/Sir:

I'd like to offer the full support of Hempstead County Economic Development Corporation (HCEDC) to the Hope School District's effort to implement an innovative charter school, The Hope Collegiate and Professions Academy. Please consider this letter as our highest endorsement. We are confident that this effort will result in better preparing students for lifelong learning, professional success, and academic attainment.

HCEDC enjoys a robust partnership with the leadership at Hope School District and U of A Hope/Texarkana and we intend to leverage our relationship in order to develop appropriate educational and workforce pathways for the students of Hope, Arkansas.

This conversion school for Hope will build on the success of the Hope Academy of Public Service and the Clinton School of Public Service. It is needed for our local industries in targeting technical professions and academic degrees. It will help stop the "brain drain" for Hope and Southwest Arkansas. It is needed to help students be motivated toward lifelong learning and career advancement.

This Collegiate and Professions Academy will result in more students ultimately achieving their workforce and human potential. Moreover, this will build a foundation for future growth and economic development of our area.

Best regards,

Steve Harris  
President





July 26, 2018

Arkansas Department of Education  
Charter School Office  
Four Capital Mall, Room 302-B  
Little Rock, AR 72201

Re: Hope Collegiate and Professions Academy  
Conversion Charter School Application

To Whom It May Concern:

The Hope-Hempstead County Chamber of Commerce fully backs and endorses the Conversion Charter School application on behalf of the Hope Public Schools. The exceptional educational opportunities provided by the proposed Hope Collegiate and Professions Academy are extremely important to our community.

Both the Hope Public Schools and the University of Arkansas Hope-Texarkana are principle components in providing a highly trained and educated workforce to this region of the state. Each of these educational institutions is working hard to increase educational opportunities and expand the prospects for a professional and skilled workforce. With the formation of the Hope Collegiate and Professions Academy, the combined efforts and focus will strengthen those opportunities and prospects.

The Hope-Hempstead County Chamber of Commerce looks forward to working with the Hope Public Schools and the University of Arkansas Hope-Texarkana. We know the success of the proposed charter school and their efforts of this partnership will grow and strengthen all educational opportunities possible for the future needs of students from this area.

Please feel free to contact me for any additional information.

With kindest regards,

Beckie Moore  
Executive Director  
Hope-Hempstead County Chamber of Commerce



## **Appendix C**



## **2019-2020 SY PROPOSED (PRELIMINARY) CALENDAR**

1st Day Teachers - August 5, 2019

Last Day Teachers - May 25, 2020

**\*\* August 12, 2019 - First Day - Students**

**\*\* May 25, 2020 - Last Day - Students**

### **STAFF DEVELOPMENT**

August 5, 2019

August 6, 2019

August 7, 2019

August 8, 2019

### **HOLIDAYS/NO SCHOOL**

September 2

(Labor Day)

September 19

Parent-Teacher Conference (3:30pm-7:30pm)

September 20

No Classes

November 25 - November 27

(Thanksgiving)

December 23 - January 3

(Christmas Break)

January 4

Employee Planning

January 21

(MLK Day)

February 14

Winter Break

February 17

(President's Day)

March 12

Parent-Teacher Conference (3:30pm-7:30pm)

March 13

No Classes

March 16 - March 20

(Spring Break)

April 17

(Good Friday)

### **PARENT/TEACHER CONFERENCES**

September 19, 2019 \*\*3:30 PM to 7:30 PM

March 12, 2020 \*\*3:30 PM to 7:30 PM

**\*\*Make-up days in case of the school closing due to weather or other events will occur after May 26.**



## **Appendix D**



**2018 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**


The signature of the Superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

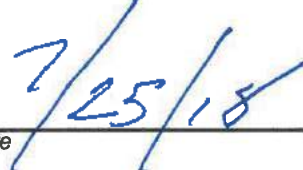
1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state laws and regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and



volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and state and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

  
\_\_\_\_\_  
Signature of Superintendent of School District

  
\_\_\_\_\_  
Date

Bobby Hart  
\_\_\_\_\_  
Printed Name



## **Appendix E**



Name of Individual with Prior Charter Experience Milki Curtis

Position with Proposed Charter Dean of Hope Collegiate & Professions Academy High School

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Fountain Lake Charter High School	Assistant Principal	Operating	4207 Park Avenue Hot Springs, AR 71901	<a href="http://flicobras.com/district_info/state_required_information">http://flicobras.com/ district_info/ state_required_information</a>



## **Appendix F**



## CONVERSION CHARTER AGREEMENT

This Joint Venture Agreement is made on this 25<sup>th</sup> day of July, 2018 between Hope Public Schools District (HPSD) and the University of Arkansas Hope-Texarkana (UAHT) for the purpose of operating the Hope Collegiate and Professions Academy (Collegiate Academy).

It is hereby agreed that the primary academic innovation of the Collegiate Academy is college-level student immersion. Collegiate Academy students will complete their high school career simultaneously with a two-year Associate's degree or its professional equivalent.

It is further agreed that student will customize their studies immersed in a fully integrated college environment and at college-level standards and student outcomes. The Collegiate Academy's design is to provide enhanced learning environments for academic and technical education for high school students interested in pursuing college-level study beyond that offered in a traditional high school.

It is further agreed that the Collegiate Academy's location on the UAHT Hope campus builds upon students' traditional high school experience and that instruction by college faculty who are credentialed in their fields of expertise enhances students' educational experience and expands students' career and professional proficiencies.

It is agreed and understood that programming is designed for students who need more academically challenging curriculum and who have set themselves on a path to earn a college degree or concentrate studies in a specific field.

It is agreed that academic content standards are designed to describe what students must know and be able to do in academic subject areas, focusing on accountability and ensuring that students demonstrate mastery of knowledge and skills. The Collegiate Academy will follow Arkansas Department of Education (ADE) Accreditation standards utilizing curriculum frameworks based on Arkansas Student Learning Expectations with regard to instructional materials to fit the achievement levels of students.

It is agreed that while located on the UAHT Hope campus Collegiate Academy students will receive services consistent with all students within the Hope Public Schools District, including counseling, health services, media and technology tools, special education, dyslexia, Alternative Learning Environments, English Language Learner instruction, gifted and talented programming, transportation, and food services. Collegiate Academy students will receive all wrap-around services offered to all UAHT students.

It is agreed that Collegiate Academy students may participate in extra-curricular activities (band, sports teams, cheerleading) or anything offered at Hope High School that fits into a student's daily schedule.

It is agreed that while on the UAHT Hope campus students may participate in all college activities and will have access to all of UAHT's state-of-the-arts facilities, programs, and organizations.

It is agreed that the Collegiate Academy is a public school within the Hope Public School District that is free of charge to students. College-credit classes, textbooks, transportation, student services, and college resources are provided at no cost.

It is agreed that the Collegiate Academy sets course expectations, alignments, goals, and activities vertically across grades 9 through 12 using a set of college readiness standards and that this agreement between HPSD and UAHT in setting college readiness standards is recognized as a critical juncture beyond a traditional high school campus.

It is agreed that UAHT will dedicate a facility and other educational space on the UAHT Hope campus calculated to allow Collegiate Academy students to thrive in a college environment and that concentrated



spaces, devoted to post-secondary degree attainment, will support accelerated early-college student achievement.

It is agreed that UAHT administration, faculty, and staff will take on the responsibility of demonstrating and documenting that Collegiate Academy students' learning needs are met at the highest level of quality through a culture of assessment of student learning. Collegiate Academy personnel will assess students' progress at each grade level in acquiring mastery of the competencies and skills as required by Arkansas law.

It is agreed that assessment data will include performance assessments, competency test scores, standardized test scores, and subject matter mastery test scores.



Chris Thomason  
Chancellor  
University of Arkansas Hope-Texarkana



Bobby Hart  
Superintendent  
Hope Public Schools



## **Appendix G**



The Collegiate Academy schedule of courses enables students to complete their high school graduation requirements and an associate degree toward either academic transfer or technical education. The 9<sup>th</sup> through 12<sup>th</sup> grade high school credits include four (4) units of English; four (4) units of math; three (3) units of science; three (3) units of social studies; one-half (1/2) unit each of fine arts, oral communications, health, and physical education; and six (6) units of career focus courses.

Collegiate Academy students will earn four (4) simultaneous high school and college-level credits during their 9<sup>th</sup> grade year, six (6) simultaneous high school and college-level credits during their 10<sup>th</sup> grade year; twenty-four (24) simultaneous high school and college-level credits during their 11<sup>th</sup> grade year, and twenty-six (26) simultaneous high school and college-level credits during their 12<sup>th</sup> grade year.

**Credit Options of Collegiate Academy Students – AA Degree and Career Tracks**

<b>Credits Required For High School</b>		<b>Credits Required For AA degree</b>		<b>Credits Required for AGS T&amp;I CP Ind Maint &amp; Welding</b>		<b>Credits Required for AGS &amp; TC Health Professions and CP CNA</b>		<b>Credits Required for AGS and TC Inf Tech and CP Coding</b>	
Per Com Health (R-Health)	3	Per Com Health (R-Health)		Per Com Health (R-Health)		Per Com Health (R-Health)		Per Com Health (R-Health)	
PE (R-HCP CPR)	1	PE (R-HCP CPR)		PE (R-HCP CPR)		PE (R-HCP CPR)		PE (R-HCP CPR)	
EDGE (R – 1 U Career Focus)	3	EDGE – (R – 1 U Career Focus		EDGE – (R – 1 U Career Focus		EDGE – (R – 1 U Career Focus		EDGE – (R – 1 U Career Focus	
Intro to Computers – R 1 U Computer Applications	3	Intro to Computers – R 1 U Computer Applications		Intro to Computers – R 1 U Computer Applications		Intro to Computers – R 1 U Computer Applications		Intro to Computers – R 1 U Computer Applications	
Comp I (R-1 U English)	3	Comp I (R-1 U English)		Comp I (R-1 U English)		Comp I (R-1 U English)		Comp I (R-1 U English)	
US History II (R 1 U Social Studies)	3	US History II (R 1 U Social Studies)		US History II (R 1 U Social Studies)		US History II (R 1 U Social Studies)		US History II (R 1 U Social Studies)	
Comp II (R-1 U English)	3	Comp II (R-1 U English)		Comp II (R-1 U English)		Comp II (R-1 U English)		Comp II (R-1 U English)	
Speech (R-1/2 U Oral Com)	3	Speech (R-1/2 U Oral Com)		Speech (R-1/2 U Oral Com)		Speech (R-1/2 U Oral Com)		Speech (R-1/2 U Oral Com)	
Quant Lit (R-1 U Math)	3	Quant Lit (R-1 U Math)		Quant Lit (R-1 U Math)		Quant Lit (R-1 U Math)		Quant Lit (R-1 U Math)	
Chemistry I (R-1 U Science)	4	Chemistry I (R-1 U Science)		Chemistry I (R-1 U Science)		Chemistry I (R-1 U Science)		Chemistry I (R-1 U Science)	
Art Online (R Digital)	3	Art Online (R Digital)		Art Online (R Digital)		Art Online (R Digital)		Art Online (R Digital)	
World Civ II (R 1 U Social Studies)	3	World Civ II (R 1 U Social Studies)		World Civ II (R 1 U Social Studies)		World Civ II (R 1 U Social Studies)		World Civ II (R 1 U Social Studies)	



	35		35		35		35		35
		Sociology (Elective AA)	3	Gen Tool & Safety	2	CNA I	1	Concepts of Coding	3
		Am Govt (Elective AA)	3	Blueprint Reading	3	CNA II	4	Web Design	3
		Col Algebra (Elective AA)	3	Mechanical Devices	4	CNA III	1	Application Programing	3
		Ark History (Elective AA)	3	Basic Electricity	4	Medical Terminology	3	Advanced Web Design	3
		Psychology (Elective AA)	3	Basic Welding	3	Psychology (Elective AA)	3	Ethics in Technology	3
		Literature I (Elective AA)	3	MIG Welding	3	Essential AP I/ Human AP I	3/4	Computer Maint. I	4
		Literature II (Elective AA)	3	TIG Welding	2	Essential AP II/Human APII	3/4	Intro Graphic Design	3
		Biology (Elective AA)	4	Elective	4	Nutrition	3	Computer Maint II	4
						Elective	3		
			25		25		25		26
Total	35		60		60		60		61

The 9<sup>th</sup> through 12<sup>th</sup> grade course schedule meets all standards for high school graduation as required by the Arkansas Department of Education under the state standards for accreditation (A.C.A 6-15-213 and 214), and the UAHT minimum core (required by Arkansas Act 98 of 1989) of 35 semester hours (6 in English composition; 3 in speech communications; 3 in college algebra or higher; 8 in laboratory science; 3 in history or government; 6 in social science; and 6 in fine arts/humanities) that apply toward the general education core curriculum requirements for baccalaureate degrees at state-supported institutions of higher education and are fully transferable between state institutions.

Collegiate Academy students completing the requirement of the Associate of Arts (AA) degree simultaneous with their high school diploma meet the transfer criteria set forth in ACT 182 of 2009, commonly known as the Roger Phillips Transfer Act, and are eligible to transfer to Arkansas four-year public institutions of higher education as junior status in baccalaureate degree programs. Collegiate Academy students who choose a career focus curriculum other than the associate's degree complete the state minimum coursework for an Associate of Arts, an Associate of Science, and a baccalaureate degree. Further, college-level course work completed within their career focus that is a part of the Arkansas Course Transfer System (ACTS) guarantees transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements at transfer institutions of higher education.

Students wanting to follow one of the career tracks will follow the daily schedule of those seeking an AA degree, except in lieu of the AA degree elective course options they will substitute career-specific classes related to the career track they want to pursue. For example, when AA degree seeking students are taking Sociology or American Government from 9:00 a.m. to 9:50 a.m., career track students could take General Tool and Safety and Blueprint Reading, or Anatomy and Medical Terminology, or Concepts of Coding and Graphic Design. Likewise for the times of all of the AA degree electives so that by the end of their high school graduation students will be proficient in college level general education courses and skilled in professional career-specific educational tracks.

The course schedule at each grade-level is designed to engage students early on in important academically related psychosocial behaviors, such as academic discipline and time management. Such behaviors and disciplines contribute to college and career-readiness aimed toward baccalaureate



completion and each are behaviors that are conducive to success regardless of the student's life or career goal. All instructional times in each school day meet ADE Accreditation Standard 10.01.4.

**Phased In Collegiate Academy School Schedule for Students Seeking the AA Degree**

<b>9<sup>th</sup> Grade Year</b>	<b>Start Fall 2018</b>	<b>Start Spring 2019</b>
TBA	Personal and Community Health (PHED 1213) R – Health	PE (PHED XXX1) R – HCP/CPR
TBA	Critical Reading I R 1 unit Career Readiness	Critical Reading II R 1 unit Career Readiness
<b>10<sup>th</sup> Grade Year</b>	<b>Fall 2018 (Pilot)</b>	<b>Spring 2019 (Pilot)</b>
MTWRF 8:00 – 8:50	ACT Prep/Band/Elective/tutoring	ACT Prep/Band/Elective
MWF 9:00 – 9:50	10 <sup>th</sup> Grade English Honors	10 <sup>th</sup> Grade English Honors
MWF 10:00 – 11:15	Algebra 2	Algebra 2
TR 9:00 – 11:15	High School Biology	High School Biology
MTWRF 11:20 – 11:50	Lunch	Lunch
TR 12:00 – 1:20	College Life Skills (EDGE 1013) R 1 unit Career Readiness	Introduction to Computers (CISS 1213) R 1 unit Career Readiness
MWF 12:00 – 12:50	Critical Reading II R 1 unit Career Readiness	Critical Reading II R 1 unit Career Readiness
MWF 1:00 – 1:50	Economics R	Civics R
MTWRF 2:00 – 3:15	ACT Prep/Athletics/Elective/tutoring	ACT Prep/Athletics/Elective
<b>11<sup>th</sup> Grade</b>	<b>Fall 2109</b>	<b>Spring 2020</b>
MTWRF 8:00 – 8:50	Elective/Tutoring/Band	Elective/Tutoring/Band
MWF 9:00 – 9:50	Sociology (SOCI 2413) Elective AA	American Government (PLSC 2103) Elective AA
TR 9:30 – 11:00	Art Online (ARTS 2003) R Digital	World Civilizations II (HIST 11123) R – 1 unit
MWF 10:00 – 10:50	Composition I (ENGL 1013) R 1 unit English	Composition II (ENGL 1023) R 1 unit English
MWF 11:00 – 11:50	US History II (HIST 2023) R 1 unit Social Science	Speech (SPCH 1313) R ½ unit Communications
MTWRF 12:00 – 12:50	Lunch	Lunch
MWF 1:00 – 1:50	Elective	Elective
TR 1:00 – 2:15	Career Readiness and Decision Making	Career Readiness and Decision Making
MTWRF 2:00 – 3:15	Athletics or HS Elective	Athletics or HS Elective
<b>12<sup>th</sup> Grade</b>	<b>Fall 2020</b>	<b>Spring 2021</b>
MTWRF 8:00 – 8:50	Elective/Extra curricular	Elective/Extra curricular
MWF 9:00 – 9:50	Arkansas History (HIST 1023) Elective AA	Psychology (PSYC 2303) Elective AA
MWF 10:00 – 11:15	Quantitative Literacy (MATH 1153) R – 1 unit Math	College Algebra (MATH 1053) Elective AA
TR 9:30 – 10:50	Senior Capstone	Senior Capstone
MTWRF 11:15 – 11:50	Lunch	Lunch
MWF 12:00 – 1:50	Biology (BIOL 1204) Elective AA	Chemistry I (CHEM 1313) R – 1 unit Science
TR 12:00 – 1:15	Literature I (ENGL 2023) Elective AA	Literature II (ENGL 2123) Elective AA



TR 1:30 – 1:50	Advisor Time	Advisor Time
MTWRF 2:00 – 3:15	Elective/Extra curricular	Elective/Extra curricular
Total		60 Credit Hours

During the 9<sup>th</sup> grade year students are not technically enrolled in the Collegiate Academy and are located on their district campuses. As part of pre-Collegiate Academy participation 9<sup>th</sup> grade students complete four college-credit hours on the Hope campus of UAHT. Students will be transported by their district campus to the UAHT campus for the 3-credit hour Personal and Community Health class and the 1-credit hour physical education credit. The Critical Reading I and Critical Reading II courses are required for Collegiate Academy participation but are high school classes for career readiness taught either on the district campuses or the UAHT Hope campus by UAHT credentialed faculty.

The 10<sup>th</sup> grade year is the transformative year within the Collegiate Academy design. Students who have completed college readiness focuses through the Hope Academy of Public Service, and other district school students who have achieved ACT Aspire Summary Scores that indicate college readiness, enter their sophomore high school year on the Hope campus of UAHT.

The Collegiate Academy's location on the Hope campus builds upon students' traditional high school experience. Instruction is by college faculty who are credentialed in their subject fields of expertise. The atmosphere is for students who are serious about their studies and mature enough to thrive in a college environment. Programing is designed for students who want and need more academically challenging curriculum, who have set themselves on a path to earn a college degree or concentrate studies in a specific field. Students may participate in extra-curricular high school activities, such as band and sports teams, or anything offered at Hope High School that fits into a student's daily schedule. While on the UAHT campus, students may participate in all college activities, Phi Theta Kappa college honor society, and student government, all-the-while having access to all of UAHT's state-of-the-art facilities, programs, services, and organizations.

Total immersion toward post-secondary degree attainment is the unique programing feature of the Collegiate Academy. That means developing an early college mind-set located on a college campus, and that immersion begins in students' sophomore year and continues, develops, and magnifies post-secondary completion throughout their Collegiate Academy experience, graduation, and degree attainment. The University of Arkansas Hope-Texarkana entered this joint educational venture with the Hope Public Schools by pledging dedicated space to the success of the Collegiate Academy. Collegiate Academy students will be housed in the Johnny W. Rapert Library Complex (Complex). The Complex was built in 1996 as the first formal step in UAHT's expansion from a vocational-technical school to its affiliated status as a division of the University of Arkansas System. The building has operated as a structured learning environment for over 20 years, has met, and continues to meet, all of the instructional and operating needs of the campus. It is equipped with the technological infrastructures required for 21<sup>st</sup> century learning environments. The extension in the building's utilization toward the mission of the Collegiate Academy demonstrates the region's continued innovations in higher education. All aspects of the building are appropriate for school instructional space, suitable for school programs, sufficient to meet the targeted student population, and easily accessible to the public.

Operating under an open campus environment, Collegiate Academy 11<sup>th</sup> and 12<sup>th</sup> grade students will be fully engaged in college course work in various buildings throughout the Hope campus. Every instructional site on the Hope campus is within safe and easy walking distance of the Complex. Collegiate Academy students will engage in their college credit course work as part of the daily operations of the Hope campus. The Collegiate Academy design places students in college course sections but limits the number of Collegiate Academy students to no more than ten (10) within any given section of the college courses. The purpose is to fully integrate college-ready high school students in learning environments that cultivates them into the unique culture and language of higher education. The extent to which students feel connected to a college campus plays a strong role in college completion. Collegiate Academy student-to-student interactions (including non-Collegiate Academy students),



engagement with professional faculty and staff, and the overall daily campus environment address any potential feelings of disconnection to post-secondary degree attainment.

Although the Collegiate Academy, if the conversion charter is granted, will not be operational until the fall 2019 semester, the HPSD and UAHT are laying the groundwork for the transitions that will be required to make the Collegiate Academy operational and successful. The two institutions have designed a pilot 10<sup>th</sup> grade class beginning fall 2018. The pilot class is limited to no more than twenty 10<sup>th</sup> grade students. The pilot students will begin their sophomore year in the Complex for their high school classes and will participate in their college classes at other instructional sites on the Hope campus.

Another aspect of the joint venture between HPSD and UAHT will be the cooperative calendar for Collegiate Academy students. The Collegiate Academy will follow the required 178 day calendar for public schools in Arkansas. Although the HPSD school calendar and the UAHT academic calendar currently do not match (differing semester start and end times and differing dates for final exams and graduation), the joint venture of the Collegiate Academy addresses those differentials. Collegiate Academy students take part in various activities and ventures that support post-secondary degree attainment beyond the traditional classroom [ADE Accreditation Standard 19.01]. Activities will include ACT preparations, Collegiate Academy orientation, job shadowing, field trips to area four-year colleges and businesses, and other post-secondary college and career experiences that reinforce students' familiarities, understandings, and proficiencies that utilize education as a personal empowerment for success.

The Hope Collegiate and Professions Academy course selections and schedule should be considered a launching pad for students in 9<sup>th</sup> through 12<sup>th</sup> grades to be "ahead of the game" through expedited educational experiences. Students are supported in their pursuits through administrative and support staff located on the Hope campus for individualized student mentoring and advocacy to bridge their transition through high school and the first two years of college to post-secondary degree attainment. While the ambition of the Collegiate Academy is accumulating college credits, students must first follow the path that leads them to a high school diploma. College credit attainment ultimately depends on each student's individual academic and career goals. Collegiate Academy advisors will review students' academic records to keep them on track during their time at the Collegiate Academy.



## **Appendix H**



Hope Collegiate and Professions Academy  
Individual Participants in Organization and Design  
Of the Charter School Application Process

Individual	Title/Position
Brian Berry	Executive Vice Chancellor, UAHT
Laura Clark	Vice Chancellor for Academics, UAHT
Dr. Carol Ann Duke	Principle, Hope Academy of Public Service
Bobby Hart	Superintendent, HPSPD
Bill Hoglund	Principal, Hope High School
John Hollis	Dean of Institutional Effectiveness, UAHT
Sallie Nix	Counselor, Hope High School
Chris Thomason	Chancellor, UAHT
Joscyln Wiley	Principal, Yerger Middle School



## **Appendix I**



District Conversion Public Charter School  
2018  
Hope Collegiate and Professions Academy  
Conversion Charter Application Acronyms

AA	Associate of Arts
AAS	Associate of Applied Science
ACA	Arkansas Code Annotated
ACSIP	Arkansas Comprehensive School Improvement Planning
ACTS	Arkansas Course Transfer System
ADA	Americans with Disabilities Act
ADE	Arkansas Department of Education
ADHE	Arkansas Department of Higher Education
AGS	Associate of General Studies
ALE	Alternative Learning Environment
APSCN	Arkansas Public School Computer Network
CEP	Community Eligibility Program
Collegiate Academy Complex	Hope Collegiate and Profession Academy Johnny W. Rapert Library Complex
ELA	English Language Arts
ELL	English Language Learner
ELP	English Language Proficiency
ELPA21	English Language Proficiency Assessment for the 21 <sup>st</sup> Century
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FSMC	Food Service Management Company
HAPS	Hope Academy of Public Service
HPSD	Hope Public School District
HLC	Higher Learning Commission
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plans
NSLP	National School Lunch Program
PLC	Professional Learning Community
PSP	Personal Success Plan
SIP	School Improvement Plan
TC	Technical Certificate
UAHT	University of Arkansas Hope-Texarkana



## Hope Collegiate and Professions Academy Remaining Concern Questions – September 25, 2018

Explain how Composition 2 will be counted toward high school credit and whether they will offered in both semesters. [C.4]

Composition II is offered every semester of the academic year. The course will count as a high school senior English course, although Collegiate Academy students will take the course in the spring semester of their junior year.

Please list the indicators that will demonstrate high achievement as it pertains to the serious student. [C.6]

Tiers 1 – 3 ACT scores  
Accuplacer Test  
Previous concurrent courses  
Persistence  
Class attendance  
Discipline incidents

It remains unclear that the applicant understands that a student's IEP will be followed through their twelfth grade year. ADA compliance does not replace IDEA compliance. The high school is still required to provide accommodations/modifications. [C.10]

A student's IEP will follow them through their 12<sup>th</sup> grade year for all high school classes.

While the current dean holds an ADE license, it remains unclear that the Dean position is required to hold an ADE administrator's license. [C.14]

It will be part of the job requirement for the Dean of the Hope Collegiate and Professions Academy to hold an ADE administrator's license.

### Additional Statement:

It is not anticipated that any reduction in Hope Public School District employees will occur with the implementation of the Hope Collegiate and Professions Academy. Hope Public Schools has experienced a decline in enrollment similar to all public schools in southwest Arkansas. Any reduction in faculty and staff will be the result of natural attrition due to retirement or teachers or staff seeking employment elsewhere.



**17-18 School Data**

<b>Hope High School</b>	<b>% Ready or Exceeding 2016-2017</b>	<b>%Ready or Exceeding 2017-2018</b>
<b>9th Grade Reading</b>	17%	14%
<b>10th Grade Reading</b>	11%	14%
<b>9th Grade English</b>	36%	36%
<b>10th Grade English</b>	27%	32%
<b>9th Grade Writing</b>	22%	N/A
<b>10th Grade Writing</b>	14%	N/A
<b>9th Grade Math</b>	6%	10%
<b>10th Grade Math</b>	2%	2%
<b>9th Grade Science</b>	7%	12%
<b>10th Grade Science</b>	6%	8%

<b>Overall</b>	<b>%Ready or Exceeding 2016-2017</b>	<b>%Ready or Exceeding 2017-2018</b>	<b>+/- from 2016-2017</b>
<b>Reading</b>	15%	14%	-1%
<b>English</b>	32%	34%	+2%
<b>Writing</b>	18%	N/A	N/A
<b>Math</b>	3%	6%	+3%
<b>Science</b>	6%	10%	+4%



**Hope Collegiate and Professions Academy  
2018 District Conversion Public Charter School Application**

**1. Teacher Licensure**

**Ark. Code Ann. § 6-15-1004**

**Ark. Code Ann. § 6-17-309**

**Ark. Code Ann. § 6-17-401**

**Ark. Code Ann. § 6-17-902**

**Ark. Code Ann. § 6-17-919**

**Section 4-D.1 of the Standards for Accreditation**

**ADE Rules Governing Educator Licensure**

*The Collegiate Academy will use college professors who possess outstanding credentials and work history in the various areas of coursework, even if they do not possess a teaching license. The Collegiate Academy wishes to have the flexibility to provide the highest quality instruction possible, regardless of licensure status if necessary any individuals hired as a result of this waiver will meet all other requirements, such as Arkansas Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.*

**Legal Comments:** Only a waiver of Ark. Code Ann. § 6-15-1004(d) is necessary.

**Applicant Response:** In response to the ADE’s review comments, we wish to amend our request for a waiver of Ark. Code Ann. § 6-15-1004 to just Ark. Code Ann. § 6-15-1004 (d).”

**Legal Comments:** None

**2. Seat Time**

**Section 1-A.2 of the Standards for Accreditation**

*Due to the unique nature of the Collegiate Academy's educational offerings as outlined in this application, the applicant is requesting a waiver of the seat time requirements. The academy will be following a college schedule for courses which results in courses meeting either MWF or TTR. The applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks.*

**Legal Comments:** None



### **3. Planned Instructional Day/Week**

#### **Ark. Code Ann. § 6-16-102**

##### **Section 1-A.5.2 of the Standards for Accreditation**

*In order to obtain the flexibility to fully implement the Collegiate Academy experience, the applicant wishes to request a waiver of the planned instructional day/week requirements. The curricular offerings of the high school may be capable of being provided in less than thirty (30) hours per week and/or six (6) hours per day. This waiver would also allow time for off-campus educational experiences/ internships. Since the Collegiate Academy will be located on the UAHT campus and taught by UAHT Professors it would benefit the Academy to follow the college academic calendar.*

**Legal Comments:** None

### **4. Class Size and Teaching Load**

#### **Ark. Code Ann. § 6-17-812**

##### **Section 1-A.6 of the Standards for Accreditation**

*Due to the Collegiate Academy's unique curricular program offerings, there may be instances where instruction is provided to larger groups of students, and instances where an instructor may have to exceed the daily teaching load. While the Collegiate Academy intends to keep such instances to a minimum, we desire the flexibility afforded by the waiver when these instances arise.*

**Legal Comments:** None

### **5. Waiver of 38 Units**

##### **Section 1-A.1.3 of the Standards for Accreditation**

*Since the Collegiate Academy is located on the UAHT campus and taught by UAHT professors and the students are placed on certain pathways in order to attain an associates degree all of the 38 required courses to be taught are not offered. The majority of the courses that the students will be taking are college courses which are not a part of the 38 required courses. The students will still be offered the required number of units for each content area but not all of them are a part of the approved 38 required courses. We will ensure that the twenty-two (22) units required for high school graduation are offered and taught, but desire the flexibility to only offer and teach the remaining sixteen (16) units upon student request.*

**Legal Comments:** None



## **6. Curriculum**

### **Ark. Code Ann. § 6-15-202**

#### **Section 1-A.1.4 of the Standards for Accreditation**

*The applicant is asking for a waiver to embed the Arkansas Academic Standards from two separate courses into one (1) combined course. The Collegiate Academy will continue to teach the Arkansas Academic Standards for each separate course that is combined. If this waiver is not granted then the Collegiate Academy will continue to teach the two selected courses as two separate courses.*

**Legal Comments:** The Standards for Accreditation allow a school to request to combine or embed two courses into one combined course, following the course approval process. Based on the rationale provided, no waiver is necessary. Applicant should specify exactly which section of Ark. Code Ann. § 6-15-202 it is seeking.

**Applicant Response:** In response to the ADE’s review comments, we will rescind our waiver requests and file a request with the ADE directly, if needed, to embed the Arkansas Academic Standards from two (2) separate courses into one (1) combined course.”

**Legal Comments:** None

## **7. Professional Development**

### **Ark. Code Ann. § 6-17-701**

#### **ADE Rules Governing Professional Development**

*The Collegiate Academy requests a waiver of the professional development requirements for teachers that it employs who are unlicensed (specifically, business/industry professionals who are not teachers by trade, and college professors who hold higher education teaching credentials but are not licensed at the K-12 level). The receipt of this waiver would provide us flexibility to attract knowledgeable, experienced individuals to assist in providing instruction in their areas of expertise.*

**Legal Comments:** Applicant should clarify whether it intended to seek a waiver of Ark. Code Ann. § 6-17-701 or § 6-17-701 et seq. Applicant would also need a waiver of 4-G.1 of the Standards for Accreditation. Applicant should clarify whether it intends to meet the requirements of the Right to Read Act, and if not, Applicant will need a waiver of Section 4-G.2 of the Standards for Accreditation.



**Applicant Response:** In response to the ADE’s review comments, we wish to amend our request to substitute waivers of Ark. Code Ann. § 6-17-704 and 708-710 for Ark. Code Ann. §6-17-701 and add a request to waive Subsection 4-G.1 of the ADE Rules Governing the Standards for Accreditation. We will comply with the requirements of the Right to Read Act.”

**Legal Comments:** Applicant should clarify whether it intends to offer human trafficking and suicide awareness and prevention training to staff.

### **New Waiver Request-Alternative Learning Environment**

**Ark. Code Ann. § 6-15-1005 (b)(5)**

**Ark. Code Ann. § 6-18-503 (a)(1)(C)(i)**

**Ark. Code Ann. § 6-48-101 et seq.**

### **Section 2-I.1 of the ADE Rules Governing the Standards for Accreditation**

### **Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds**

*The Hope Collegiate & Professions Academy is requesting the Alternate Learning Environment Waiver as to the charter school as any charter students needing ALE services would have those services provided to them on the Hope School District’s campus.*

**Legal Comments:** If the District will be providing ALE services for students in the charter program, a waiver is not necessary.





# MEMO

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DATE: September 25, 2018  
TO: Charter Authorizer  
FROM: ADE Legal Services Staff  
SUBJECT: Desegregation Analysis of District Conversion Charter Application for Hope Collegiate and Professions Academy

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## I. INTRODUCTION

Hope Public Schools submitted an application for a district conversion public charter school, Hope Collegiate and Professions Academy. The proposed charter school would provide instruction to students in grades ten through twelve (10-12), with a proposed student enrollment cap of 150.

## II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to "carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools." Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to "attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system." Ark. Code Ann. § 6-23-106(c) states that the authorizer "shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state." This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

## III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter renewal has been received.



#### **IV. ANALYSIS FROM THE DEPARTMENT**

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

The ADE is aware of desegregation orders affecting the Hope School District. *Davis, et al. v. Franks, et al.*, United States District Court, Western District of Arkansas, Texarkana Division, Case No. 88-4082. The goal of a desegregation case with regard to assignment of students to schools is to "achieve a system of determining admission to the public schools on a non-racial basis." *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

On August 5, 1988, a case was filed by African American individuals who were employed by or were parents of students who attended the Hope Public School District. They sought to redress alleged racial discrimination regarding Hope's treatment of African American students and faculty. On November 16, 1989, the Court dismissed the case with prejudice subject to the terms of a consent decree entered into by the parties. The decree provided that it was the intent of the decree to remedy any past discrimination based upon race and to prevent any like discrimination from occurring in the future. The Court forbid and restrained the district from engaging in any policies, practices, customs or usages of racial discrimination in any of its school operations, including, but not limited to, faculty assignments, student assignments, and the treatment of black and other minority pupils within the school system. The Court kept jurisdiction over the consent decree to ensure compliance.

On December 27, 2017, Hope School District claimed a conflict with participating in the Public School Choice Act of 2015, as amended, based on the District's continuing obligations with respect to its desegregation case. The ADE did not grant an exemption from participation in school choice because it did not appear that the District is subject to any limitations explicitly limiting the inter-district transfer of students. The Hope School District appealed the decision to the Arkansas State Board of Education, which upheld the decision of the ADE.

In May, 2018, Hope filed a motion for Declaratory Judgment, or alternatively, for Clarification of Previous Orders, or alternatively, Modification of Previous Orders. In that motion, Hope stated that it is still subject to the obligations imposed by the consent decree, and accordingly, Hope asserted that it had a conflict with participation in school choice pursuant to the Arkansas Public School Choice Act of 2015, as amended. The matter is still pending before the Court.



The authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

The Hope School District maintains that it is still under court supervision and under an active enforceable desegregation order regarding the effects of past racial discrimination in student assignment. The District has represented to ADE that it is unitary in all respects, save for being able to participate in school choice, however, the District not been declared unitary by the federal court. Therefore, the authorizer should consider whether granting the application will negatively affect Hope School District's efforts to achieve full unitary status.

## **V. CONCLUSION**

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence, and whether granting the application will negatively affect Hope School District's efforts to achieve full unitary status.





## Hope School District



LEA 2903000



(870) 722-2700

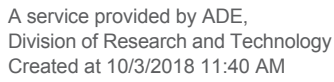


[View Website](#)

### Information

Grades Served	PK - 12
Enrollment	2,349
County	Hempstead
Congressional District	Arkansas's 4th Congressional District
Co-op	Southwest Ark. Co-Op - 2920000
Representatives	Danny Watson - 3
Senators	Larry Teague - 10 Jimmy Hickey, Jr - 11
School Board Count	7
Zoned Status	✓ YES





117 East 2nd St  
Hope, AR 71801

## Links

 Community Census Data

 Labor Market Information

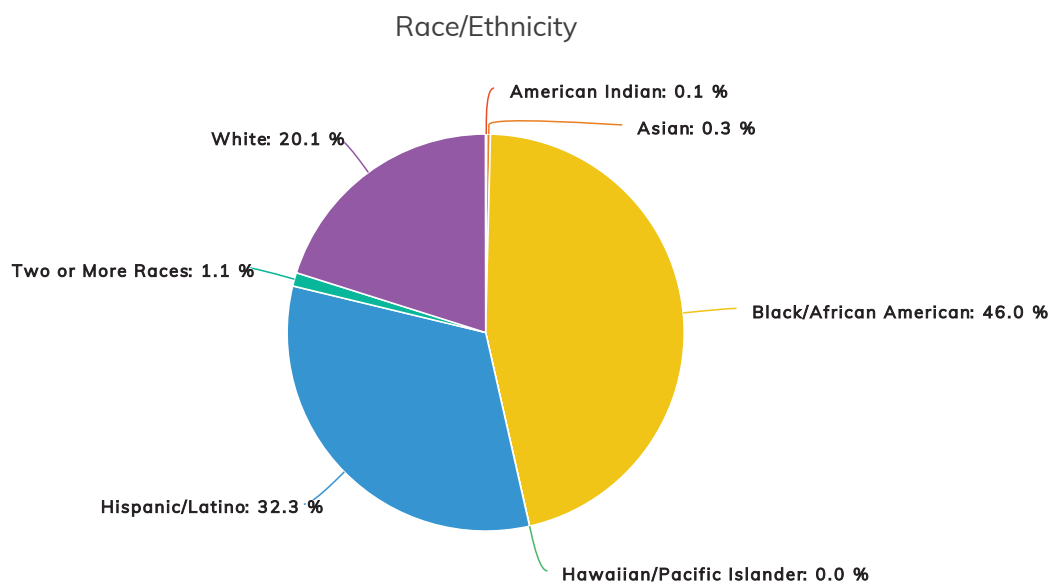




## Statistics

College Going Rate	<b>39 %</b>
Per Pupil Expenditures	<b>\$10,946.03</b>
Graduation Rate	<b>80 %</b>
Student to Teacher Ratio	<b>14 : 1</b>
Average Class Size	<b>17</b>

English Learners	<b>25 %</b>
Low Income	<b>83 %</b>
Average Years Teaching Experience	<b>13.84</b>
Students Eligible to Receive Special Education	<b>9 %</b>







## Schools

Name	LEA	Grades Served	Enrollment	Letter Grade
<a href="#">Beryl Henry Upper Elem. School</a>	2903008	5 - 6	274	C
<a href="#">Garland Learning Center</a>	2903013	PK - 8	153	A
<a href="#">Hope High School</a>	2903012	9 - 12	660	F
<a href="#">Wm. Jefferson Clinton Primary</a>	2903007	K - 4	992	D
<a href="#">Yerger Junior High School</a>	2903011	7 - 8	270	D









# Educational Need

## Hempstead County

- 80% of Hempstead County Residents have a High School Diploma.
  - 28% Associate's Degree
  - 12% Bachelor's Degree or Higher
- 27% of Hempstead County lives in poverty.
  - Average Household Income is \$32,122

## Hope Public School District

- 54% of students in the Hope Public School District are Directly Certified.
  - Food Stamps, Children in Foster Care, Homeless Children
- 73% of students at Hope High School are Low Income Students.





## Educational Solution

**College Immersion = Degree Completion = ~~Student Poverty~~**

College completion combats poverty through total college immersion.

- The Collegiate Academy messaging and emphasis is consistently towards college degree attainment.
- The Collegiate Academy cultivates the student and their families into the unique culture, customs, and language of higher education.
- The Collegiate Academy causes students to focus on their life goals and successful transitions beyond a two-year degree.
- The College Academy faculty are geared towards first generation students -two-thirds of UAHT students are first generation.





# Mission and Vision Statement

## Mission Statement

At the Hope Collegiate & Professions Academy, our mission is to provide academic and career pathways through a three-year curriculum toward simultaneous degree attainment by focusing on college-level degree achievement instead of college and career readiness.

## Vision Statement

Our vision is to see that every student receives a strong educational foundation to continue towards a post-secondary degree by meeting students' educational, personal, social, and career development needs.

*Learning Today. Leading Tomorrow.*





## About the Collegiate Academy

1. The Hope Collegiate & Professions Academy will provide academic and career pathways through a three-year curriculum.
2. Students can complete the requirements for a high school diploma and an associate degree simultaneously.
3. The Collegiate Academy will be for students in 10th-12th grade.
4. The Collegiate Academy is a joint venture between the Hope Public School District and the University of Arkansas Hope-Texarkana.
5. The Collegiate Academy is located on the University of Arkansas Hope campus.
6. The Collegiate Academy is a public school that is free of charge to students.





## TIERS OF ACCEPTANCE

### **Collegiate Academy High School Admission Requirements**

Conditionally admitted students must achieve ACT scores of 19 (or equivalent placement exam) in Reading and English and a minimum ACT score of 17 (or equivalent placement exam) in Math by May 1 of their sophomore high school year in order to remain in the Collegiate Academy.

#### **TIER 1**

##### **Fully Qualified**

ACT 19 in Reading, English, and Math (or)  
Accuplacer equivalent score in Reading, Sentence Skills, and Elementary Algebra

#### **TIER 2**

##### **Conditionally Admitted**

ACT 19 in Reading, minimum ACT 17 in Writing and Math  
Accuplacer equivalent score in Reading, Sentence Skills, and Elementary Algebra

#### **TIER 3**

##### **Conditionally Admitted**

Minimum ACT 16 in Reading, Writing, and Math  
Accuplacer equivalent score in Reading, Sentence Skills, and Elementary Algebra





## What students can expect.

- A customized high school experience with the rigor of college.
- A transition to college in a flexible, supportive, and academically enriched environment.
- A chance to earn a college degree while earning a high school diploma.
- An environment that helps students acclimate to college-level standards and engages full immersion into the collegiate environment.
- Students will be able to participate in sports, band, or cheer at Hope High School while being a part of the Collegiate Academy.



# Sample Student Schedule: 10th Grade

## Monday, Wednesday, and Friday

Time	Fall Semester	Spring Semester
8:00-8:50	Study Hall, Elective, Cheer/Band	Study Hall, Elective, Cheer/Band
9:00-9:50	Sociology (SOCI 2413)	Psychology (PSYC 2303)
10:00-10:50	Algebra II	Algebra II
11:00-11:50	Composition I (ENGL 1013)	Composition II (ENGL 1023)
12:00-12:50	Lunch	Lunch
1:00-1:50	US History II (HIST 2023)	Speech (SPCH 1313)
2:00-3:00	Athletics, Elective, Study Hall	Athletics, Elective, Study Hall

## Tuesday and Thursday

Time	Fall Semester	Spring Semester
8:00-8:50	ACT Prep, Elective, Cheer/Band	ACT Prep, Elective, Cheer/Band
9:00-9:30	Advisory	Advisory
9:30-10:50	Art Online (ARTS 2003)	World Civilizations II (HIST 1123)
11:00-11:50	Writing Lab	Writing Lab
12:00-12:50	Lunch	Lunch
1:00-2:15	Career Readiness and Decision Making	Career Readiness and Decision Making
2:00-3:00	Athletics, Elective, Study Hall	Athletics, Elective, Study Hall



# Sample Student Schedule: 11th Grade

## Monday, Wednesday, and Friday

Time	Fall Semester	Spring Semester
8:00-8:50	Study Hall, Elective, Cheer/Band	Study Hall, Elective, Cheer/Band
9:00-9:50	Sociology (SOC 2413)	Psychology (PSYC 2303)
10:00-10:50	Algebra II	Algebra II
11:00-11:50	Composition I (ENGL 1013)	Composition II (ENGL 1023)
12:00-12:50	Lunch	Lunch
1:00-1:50	US History II (HIST 2023)	Speech (SPCH 1313)
2:00-3:00	Athletics, Elective, Study Hall	Athletics, Elective, Study Hall

## Tuesday and Thursday

Time	Fall Semester	Spring Semester
8:00-8:50	ACT Prep, Elective, Cheer/Band	ACT Prep, Elective, Cheer/Band
9:00-9:30	Advisory	Advisory
9:30-10:50	Art Online (ARTS 2003)	World Civilizations II (HIST 1123)
11:00-11:50	Writing Lab	Writing Lab
12:00-12:50	Lunch	Lunch
1:00-2:15	Career Readiness and Decision Making	Career Readiness and Decision Making
2:00-3:00	Athletics, Elective, Study Hall	Athletics, Elective, Study Hall



# Sample Student Schedule: 12th Grade

## Monday, Wednesday, and Friday

Time	Fall Semester	Spring Semester
8:00-8:50	Cheer/Band, Elective, Senior Capstone	Cheer/Band, Elective, Senior Capstone
9:00-10:50	Quantitative Literacy (MATH 1153)	College Algebra (MATH 1053)
11:00-11:50	Lunch	Lunch
12:00-1:50	Biology (BIOL 1204)	Chemistry I (CHEM 1313)
2:00-3:00	Athletics, Elective	Athletics, Elective

## Tuesday and Thursday

Time	Fall Semester	Spring Semester
8:00-8:50	Cheer/Band, Elective	Cheer/Band, Elective
9:00-9:30	Advisory	Advisory
9:30-10:50	Elective	Elective
11:00-12:15	Literature I (ENGL 2023)	Literature II (ENGL 2123)
12:15-1:00	Lunch	Lunch
1:10-1:50	Senior Capstone	Senior Capstone
2:00-3:00	Athletics, Elective	Athletics, Elective



# \$0

**The Collegiate Academy is a public school that is free of charge to students. Students will have the opportunity to earn 2 years of college credit (60 hours) for free.**

## **COST EFFECTIVE**

**\$7,906**

Average per year cost of  
Arkansas 4-year university.

**\$3,561**

Average per year cost of  
Arkansas 2-year university

ADHE, Tuition & Mandatory Fees  
Summary 2016-2017, Schedule 18-1

## **BRIGHTER FUTURE**

Transfer to a 4-year university  
as a junior with a scholarship.

Enter the workforce right out  
of high school with a degree  
and experience that gives you a  
competitive advantage.

**Graduates of the academy  
earn a high school diploma  
and an associate degree  
simultaneously.**





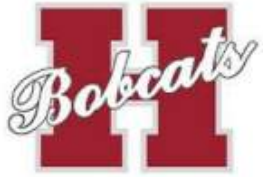


# How is the Collegiate Academy different?



- Students have access to the college resources which include:
  - Tutoring provided by Instructors and other College Students.
  - Student Activities and Clubs, Career Services, Counseling and Guidance, TRiO Student Support Services, Disability Support Services, Safety and Security, and Financial Aid Services
- The 10th Grade year:
  - High School curriculum is taught by college instructors with college level expectations and rigor.
  - Students are taught responsibility and time management that includes a safety net.
  - Students are provided with a personalized schedule including their career interest.
  - Students are provided the support that is needed to help them improve deficiencies in their ACT score so they can take college level courses (ACT Prep, Rigorous curriculum, Focused study halls towards student deficiencies).





# How is the Collegiate Academy different?



- Community Service Component
- Capstone Project
  - The senior capstone project provides students an opportunity to select a topic of interest and to assume responsibility for their own learning by collecting, selecting, and reflecting on their educational experiences at the Collegiate Academy.
  - It must be a project that benefits others (Public Service).
  - Internship: Utilize the strong industry partners of the college.
- Reading Focus
- Full immersion on the College Campus.





## Concurrent Credit vs. Collegiate Academy

- Average total credits earned by Hope High School students prior to graduating High School:
  - 2015 Graduates: 10.6
  - 2016 Graduates: 11.4
  - 2017 Graduates: 14.5
  - 2018 Graduates: 15.4
- For students to have a chance to attain an Associates Degree at the high school they would have to take a combination of online classes and night classes.
- **Concurrent credit is not for college completion but for high school enrichment.**





## Concurrent Credit vs. Collegiate Academy



Program Characteristics	Dual Enrollment	Early College High School
Location	High School or college classroom, online, two-way videoconferencing or hybrid in-person and remotely delivered.	School located on college campus or small stand-alone school.
Student Grade Level	In some states, programs are limited to students in grades 11-12 or 10-12.	Students typically begin in ninth grade.
Target Population	Mid- to high-achieving students.	Students from backgrounds underrepresented in higher education, irrespective of academic achievement.
Curriculum/Course Selection	Students select individual courses that potentially allow them to earn both high school and postsecondary credit.	Cohesive curriculum integrating high school and college-level coursework into a single program.





## Concurrent Credit vs. Collegiate Academy



Program Characteristics	Dual Enrollment	Early College High School
Credit Accumulation	May vary considerably, depending on the student and state policies. Some states set a cap on the number of postsecondary credits a student may earn.	Students are expected to complete an associate degree, or enough credits to enter a four year institution as a junior.
Area of Program Focus	Students may take courses in core academic subjects or in career-technical education. Some states allow students to take courses in elective subject areas.	Postsecondary courses may be focused on a specific subject area.
Guidance/Advising	Students may receive little to no guidance from the high school or postsecondary institution.	All students receive guidance and support.



# Research Support

By the End of High School



## High School Graduation and Achievement

Early College students were more likely to graduate from high school than comparison students.

## College Enrollment

Early College students were more likely to enroll in college than comparison students.

By the End of High School

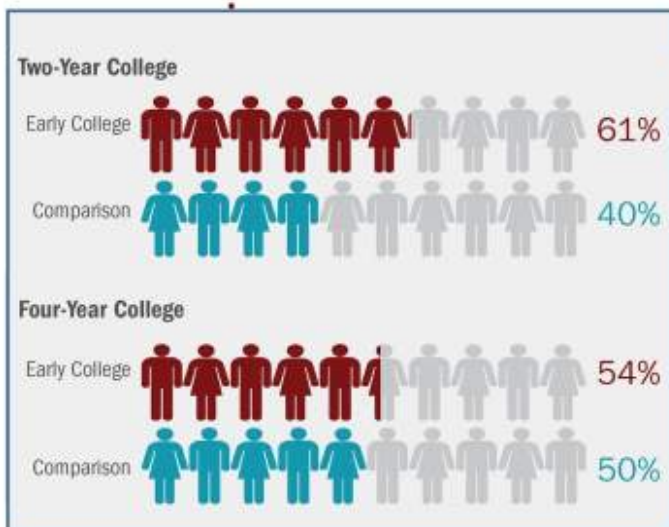


By Two Years After High School





# Research Support



## College Enrollment by Type of Institution

Early College students were more likely than comparison students to enroll in two-year colleges and were as likely to enroll in four-year colleges.

## College Degree Attainment

Early College students were more likely to earn a college degree than comparison students.

### By the End of High School



### By Two Years After High School





*“The Collegiate Academy will definitely be one of the greatest academic opportunities I could ever receive. It will put me in a position to become the most successful young woman I can be.”*  
*-Na’Khia Green*







*“The Academy will give me many opportunities that I wouldn’t receive anywhere else. I am very thankful for the teachers and other adults who believe in the students at Hope enough to give us this opportunity.”  
-Annabeth Martin*



*“This Academy will mean a lot to me because it will help me with so much. It will allow me to get my associates degree and give me a better chance of finishing college since my parents can’t afford it.”*

**-Hector Vasquez**

