



AGENDA

CHARTER AUTHORIZING PANEL

December 20, 2017

Arkansas Department of Education

ADEQ Board Room, 5301 Northshore Dr, North Little Rock, AR 72118

8:30 AM

I. Report-1 Chair's Report

Presenter: Dr. Ivy Pfeffer

II. Consent Agenda 3

III. Action Agenda

1. Request for District Conversion Public Charter School Renewal: 5

Blytheville High School - A New Tech School, Blytheville

On January 14, 2013, the State Board of Education approved the application for Blytheville High School - A New Tech School. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 1,000. Representatives of Blytheville High School - A New Tech School are appearing before the Charter Authorizing Panel to request renewal of the current charter.

Presenter: Alexandra Boyd

2. Request for District Conversion Public Charter School Renewal: Miner 61

Academy, Bauxite

On March 11, 2013, the State Board of Education approved the application for Miner Academy. The charter is approved to serve students in grades 6-12 with a maximum enrollment of 200.

Representatives of Miner Academy are appearing before the Charter Authorizing Panel to request renewal of the current charter.

Presenter: Alexandra Boyd

3. Request for District Conversion Public Charter School Renewal: 111

Rogers New Technology High School, Rogers

On January 14, 2013, the State Board of Education approved the

application for Rogers New Technology High School. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 900. Representatives of Rogers New Technology High School are appearing before the Charter Authorizing Panel to request renewal of the current charter.

Presenter: Alexandra Boyd

4. Request for District Conversion Public Charter School Renewal: 150

Washington Academy, Texarkana

On January 14, 2013, the State Board of Education approved the application for Washington Academy. The charter is approved to serve students in grades 7-12 with a maximum enrollment of 160. Representatives of Washington Academy are appearing before the Charter Authorizing Panel to request renewal of the current charter.

Presenter: Alexandra Boyd

**Minutes
Charter Authorizing Panel
November 15, 2017**

The Charter Authorizing Panel met on Wednesday, November 15, 2017, in the auditorium of the Department of Environmental Quality building. Dr. Mike Hernandez, appointed chair, called the meeting to order at 8:30 AM.

Present: Dr. Mike Hernandez, Toyce Newton, Dr. Jeremy Owoh, Kathi Turner, Dr. Naccaman Williams, Mike Wilson

Absent: Dr. Ivy Pfeffer, chair

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/2017>

Mr. Robert Hunter, ADEQ Public Outreach & Assistance Manager, provided the attendees with a safety overview of the facility.

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

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

Consent Agenda

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

Items included in the Consent Agenda: CAP Minutes- October 19, 2017.

Action Agenda

Staff Attorney Jennifer Davis provided the Panel with directions for the proceedings. She also explained the public voting procedures to the Panel and the audience.

A-1 Hearing and Potential Action on Open-Enrollment Public Charter School: Arkansas Connections Academy

Ms. Darla Gardner, School Leader, presented the Panel with the information that the Panel requested of Arkansas Connections Academy.

A question and answer period followed.

It was moved by Dr. Williams, seconded by Mr. Wilson, and carried unanimously to take no action and request an updated status report on the charter in February of 2018 from ADE staff.

Reports

Ms. Alexandra Boyd and Staff Attorney Jennifer Davis provided the Panel with directions for the proceedings.

1. Rockbridge Montessori School Probationary Report

Ms. Boyd presented a Probationary Status Report of Rockbridge Montessori school performance in finance, special education, governance and compliance with ADE required reporting.

A question and answer period followed.

It was moved by Ms. Newton, seconded by Mr. Wilson, and carried unanimously to accept the report.

2. Open-Enrollment Charter Schools Financial Viability Report

Ms. Boyd presented an Open-Enrollment Charter Schools Financial Viability Report on all open-enrollment charter schools as requested by the Charter Authorizing Panel.

A question and answer period followed.

It was moved by Ms. Newton, seconded by Ms. Turner, and carried unanimously to accept the report and to request future reports to be presented semi-annually in November and March of each year.

Adjournment

It was moved by Ms. Newton, seconded by Mr. Wilson, and carried unanimously to adjourn. The meeting adjourned at 9:35 AM.

Minutes recorded by Freddie Scott

Dr. Ivy Pfeffer, Charter Authorizing Panel Chair

**BLYTHEVILLE HIGH SCHOOL – A NEW TECH SCHOOL
RENEWAL SUMMARY
DECEMBER 2017**

Sponsoring Entity	Blytheville School District
Address	600 North Tenth Street Blytheville, AR 72315
Grades Served	9-12
Enrollment	670
Maximum Enrollment	1000
Number of Years Requested	3

Mission Statement

The mission statement of Blytheville New Tech is to facilitate relevant and rigorous learning, through 21st century skills, that prepares students to enter college, armed forces, or a career pathway as a leader. BHS New Tech values all learners as individuals and strives to promote learning outcomes that matter.

2015-2016 Accreditation Status

Cited - Job Not Certified: Special Education Reading

No Remaining Concerns

BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL

CURRENT DATA

Maximum Enrollment	1000
Approved Grade Levels	9-12
Grades Served 2017-2018	9-12

2017-2018 Enrollment by Race

Two or More Races	0
Asian	0
Black	494
Hispanic	18
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	106
Total	619

2017-2018 Enrollment by Grade

9th Grade	154
10th Grade	176
11th Grade	149
12th Grade	139

2016-2017 Student Status Counts

Migrant	4
LEP	13
Gifted & Talented	56
Special Education	93
Title I	638
Source: School Cycle 4 Report	

2016-2017 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	598.68	583.57	564.51	561.74
ADM	635.91	625.69	617.93	608.52
%	94.15%	93.27%	91.35%	92.31%

BACKGROUND

Authorized January 14, 2013
Contract Expiration June 30, 2018

School classified as Academic Distressed

February 12, 2015

Designated a Priority School

August 31, 2015

Appearance before the State Board

September 11, 2015

Progress report in regards to Academic Distressed designation

Priority Status Hearing

February 18, 2016

No action taken

Removed from Academic Distriss

February 9, 2017

Arkansas Department of Education District Conversion Public Charter School Renewal Application Rubric

Name of School: Blytheville New Tech

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 5; and
- Date of the governing board's approval of the renewal application.

Fully Responsive

SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS

Part A: School Mission

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

Fully Responsive

Part B: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive

Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals;
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

Comments and Additional Questions:

- Explain how and why the interim assessments were selected, especially STAR and Accelerated Reader.
- Explain the reasoning for such a specific goal tied to writing over a three-year time span.

Applicant Response:

- Explain how and why the interim assessments were selected, especially STAR and Accelerated Reader.
 - The Renaissance Learning Assessments are used in almost every grade in the Blytheville School District as a progress monitor. The STAR Reading and STAR Math assessments have been chosen to measure progress because they both give grade equivalency indicators. In addition, teachers can pull Instructional Planning Reports for individual students and small groups of students that target specific intervention for students to help improve reading and math skills for students performing below grade level and to help extend those skills for students performing at or above grade level.

- Because the majority of our students are underperforming in reading, the Blytheville High School New Tech School Improvement Leadership Team adopted Accelerated Reader as a way to monitor student reading habits and promote reading at the high school level.
 - Through the STAR Reading assessment, teachers can assign students AR point goals and book levels, through the Zone of Proximal Development (ZPD) indicators. Teachers can monitor whether students are reading books that are at, above, or below their ZPD levels and encourage and challenge them to read books that are more complex.
 - Through the AR program, the School Improvement Leadership Team can monitor the number of books read, the number of words read, the average reading level of books, and the average comprehension scores of those books.
 - BHS Implemented a Drop Everything and Read program in the 2014-2015 school year, that is still going strong. The year before we implemented the program, students earned only 7,361.60 points. The average comprehension level on these assessments was 62%. The schoolwide average grade equivalency in reading was a 5.4. By comparison, during the 2016-2017 school year, students earned 32,183.50 points, with an average comprehension level of 76.80% on Accelerated Reader assessments. The schoolwide average grade equivalency in reading was a 7.0.
- Explain the reasoning for such a specific goal tied to writing over a three-year time span.
 - During the 2016-2017 school year, the Blytheville High School - New Tech School Improvement Leadership Team, after completing a Data Driven Dialogue Protocol chose "To Improve Writing Across Content Areas" as our school-wide focus. One reason writing was chosen as the focus is because when we broke down the point values on the constructed response items on the ACT Aspire, we discovered that 32% of the Reading Assessment, 33% of the Science Assessment, 38% of the Math Assessment, and 100% of the Writing Assessment scores come from the constructed response. On the overall assessment, approximately 39% of the total points possible comes from what students can accomplish on the Constructed Response items. With such high percentages, across all content areas, the BHS New Tech School Improvement Leadership Team felt that it was imperative that we do something to improve student achievement in the area of written communication. As the school year progressed, the instructional team leaders (department chairs) of each of the departments came together with our literacy instructional facilitator to narrow the focus of the goal. The department chairs felt that the original goal was too broad. They analyzed the data, looking specifically at what students would be asked to do on the ACT Aspire as well as analyzing student weakness on those types of responses. After completing a second Data Driven Dialogue protocol round, the department chairs proposed that our school wide focus goal be revised to read, "To improve students' ability to incorporate textual evidence in written analysis." They then began to collaborate around specific professional development needs and opportunities to meet those needs in order to help teachers work towards this goal.

SECTION 3: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or a statement saying that no new waivers are requested.

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or a statement saying that the charter wishes to maintain all currently approved waivers.

Please see legal comments.

SECTION 4: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments or a statement that no amendments are being requested;
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Please see legal comments.

SECTION 5: DESEGREGATION ANALYSIS

Applicants are requested to describe the current and potential impact of the charter 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

Evaluation Criteria:

A response that is fully responsive will include:

- 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.

Please see legal comments.

Blytheville High School- A New Tech School Renewal

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Yellow=No new requests

Information provided by Applicant is in italics.

Blytheville High School- A New Tech School 2018 District Conversion Renewal Application

Recommended Waiver Rescission

1. Mandatory Attendance

Ark. Code Ann. § 6-18-211

Legal Comments: Law has been repealed making a waiver no longer necessary.

2. Substitute Teachers

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class More than Thirty (30) Consecutive Days and for Granting Waivers

Legal Comments: Rules have been repealed or included in other rules making a waiver no longer necessary.

Applicant Response:

The leaders of the Blytheville High School - New Tech conversion charter school would like to rescind the following waivers due to the fact that the rules and/or laws have been repealed and the waivers are no longer necessary:

1. Mandatory Attendance (Ark. Code 6-18-211)
2. Substitute Teachers (ADE Rules Governing Waivers for Substitute Teachers; ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class More than Thirty (30) Consecutive Days and for Granting Waivers)

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 27, 2017

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis – District Conversion Public Charter School Renewals

I. INTRODUCTION

Four public school districts have submitted renewal applications for their district conversion charter schools:

- Bauxite School District – Approved on March 11, 2013, to operate the Miner Academy. The district conversion school is currently approved to serve 200 students in grades 6-12 and is requesting a five (5) year renewal.
- Blytheville School District – Approved on January 14, 2013, to operate the Blytheville New Tech High School. The district conversion school is currently approved to serve 1000 students in grades 9-12 and is requesting a three (3) year renewal.
- Rogers School District – Approved on January 14, 2013, to operate the Rogers New Technology High School. The district conversion school is currently approved to serve 900 students in grades 9-12 and is requesting a five (5) year renewal.
- Texarkana School District – Approved on January 14, 2013, to operate the Washington Academy. The district conversion school is currently approved to serve 160 students in grades 7-12. The school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the Authorizer to carefully analyze the impact of any charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the Authorizer to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer “shall not approve any ... 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.”

III. INFORMATION SUBMITTED BY THE APPLICANT

Each applicant submitted a desegregation analysis in its renewal application, and the Department is unaware of any desegregation-related opposition to these renewals from any other school district. The applicants' responses are as follows:

Bauxite School District, Miner Academy: Pursuant to Ark. Code Ann. §6-23-106, the Bauxite School District has carefully reviewed the impact that the renewal of its conversion charter for Miner Academy would have upon the efforts of the Bauxite School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of the conversion charter for Miner Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Bauxite School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the continued operation of Miner Academy as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

Blytheville School District, Blytheville New Tech High School: Blytheville New Tech will continue to operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. The conversion charter will continue to have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.

Rogers School District, Rogers New Technology High School: RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.

Texarkana School District, Washington Academy: Washington Academy Charter is a District conversion charter school and will not have an adverse effect or impact on the Texarkana Arkansas Public School District because we are a part of said District. We will comply with all court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools and will have no impact on those desegregation efforts already in place in the Texarkana Arkansas School district.

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 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)). ADE is unaware of any active desegregation orders affecting the above listed school districts.

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 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).

It is difficult to conclude, from data currently available, that renewal of the district conversion charter schools is motivated by an impermissible intent to segregate schools. The ADE is unaware of any active desegregation orders which could be impacted by the renewal of the district conversion charter school. However, the authorizer should carefully examine each district conversion charter school renewal applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the school’s existence.



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 28, 2017



Charter School: Blytheville High School – A New Tech School

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

Contact Information

Sponsoring Entity:	Blytheville School District
Name of Charter School:	Blytheville High School – A New Tech School
School LEA #	4702013
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Bobby Ashley 600 N. 10th Street 870-762-2772 870-762-0175 bashley@blythevilleschools.net
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Ms. Tracey Ritchey 405 Park St. 870-762-2053 870-762-0168 tritchey@tenaris.com

Number of Years Requested for Renewal (1-5) _____ 3 _____

Renewal Application Approval Date by the School/Entity Board(s) _____

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

The Blytheville Board of Education, operating in accordance with state and federal laws, assumes its responsibilities for the operation of Blytheville Public Schools. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision, mission, and direction of the District;
2. Understanding and abiding by the proper role of the Board of Directors through study and by obtaining the necessary training professional development;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board’s policies;
4. Conducting formal and informal evaluations of the Superintendent annually or no less often than prior to any contract extension;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
6. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades of schools are offered and taught;
7. Reviewing, adopting, and publishing the District’s budget for the ensuing year;
8. Being responsible for providing sufficient facilities, grounds, and property and ensuring they are managed and maintained for the benefit of the district;
9. Monitoring District finances and receiving, reviewing, and approving each annual financial audit;
10. Understanding and overseeing District finances to ensure alignment with the District’s academic and facility needs and goals;
11. Visiting schools and classrooms when students are present no less than annually;
12. Setting an annual salary schedule;
13. Being fiscally responsible to the District’s patrons and maintaining the millage rate necessary to support the District’s budget.
14. Involving the members of the community in the District’s decisions to the fullest extent practicable; and
15. Striving to assure that all students are challenged and are given an equitable educational opportunity.

Legal References: A.C.A. § 6-13-620, 622

Date Adopted: 1993

Last Revised: 08/24/09

[From 1.7 -- Powers and Duties of the Board from the “Board Governance and Operations” handbook, available at www.blythevilleschools.net]

Election of Officers

The Board shall elect a president, vice president, secretary, and legislative liaison at the first regular meeting following the later of: the certification of the results of the annual September

school election; or if there is a runoff election, at the first regular meeting following the certification of the results of the run-off election. Officers shall serve one-year terms and perform those duties as prescribed by policy of the Board. The Board shall also elect through a resolution passed by a majority vote one of its members to be the primary board disbursing officer and may designate one or more additional board members as alternate board disbursing officers. A copy of the resolution will be sent to the county treasurer and to the director of the Department of Finance and Administration.

When the position of an officer of the board becomes vacant, the officer's position shall be filled for the remainder of the year in the same manner as for the annual election of officers after the annual school election. Election of Board officers shall not occur except on a once per year basis or to fill an officer vacancy.

Vacancies

A vacancy shall exist on the Board if a board member:

1. Moves his or her bona fide permanent residence outside the boundaries of the school district;
2. Fails to physically attend three (3) consecutive regular meetings of the school district board of directors;
3. Fails to physically attend six (6) regularly scheduled board meetings of the school board of directors in a calendar year;
4. Fails to receive the mandatory hours of training within the statutory time period;
5. Is convicted of a felony;
6. Is called to active military duty;
7. Has served a full-length term as a holdover and has not subsequently been elected to another term;
8. Resigned from the school board of directors; or
9. Dies

If credible evidence of a vacancy existing due to numbers 1 through 4 is presented to the president, vice president, or secretary of a school board of directors, a majority of the members of the school district board of directors shall:

- Vote on whether to appoint an independent investigator to investigate the credible evidence presented; and
- Hold a hearing on the existence of a vacancy.

A vacancy does not exist for numbers 2, 3, and 4 if the reason for the member's absences or failure to receive training is either:

- A. Military service of the board member; or
- B. Illness of the board member that is verified by a written sworn statement of the board member's attending physician.

If a vacancy occurs on the board of directors, provided at least a quorum of the Board remains, the Board has thirty (30) days in which to appoint a successor to a vacated position on the board. If less than a quorum of the Board remains or the Board fails to fill the vacancy within thirty (30) days of the vacancy, the position shall be filled by the county quorum court.

When a vacancy on the Board resulted from a board member's failure to receive the required training within the statutory time period, the board shall not appoint the individual who failed to receive the required training to fill the vacancy.

Except for a temporary vacancy due to military service, an individual appointed to fill a vacancy shall serve until the annual school election following the appointment. An individual appointed to fill a temporary vacancy due to military service shall serve until either the Board member who has been called to active duty returns and notifies the Board secretary of his/her desire to resume service on the Board or the Board member's term expires. If a Board member's term expires while the board member is on active military duty, the board member may run for re-election; if re-elected, the re-elected Board member's temporary vacancy shall be filled again in the manner prescribed in this policy.

The secretary of the school district board of directors shall notify the county clerk of an appointment to the school board of directors within five (5) days of the appointment being made. The notice shall include the name of the appointed board member and the expiration date of his or her term.

An individual appointed to fill a vacancy must submit proof of having received the oath of office to the county clerk before the individual may assume any duties.

Legal References: A.C.A. § 6-13-611 A.C.A. § 6-13-612 A.C.A. § 6-13-613 A.C.A. § 6-13-616 A.C.A. § 6-13-618 A.C.A. § 6-13-629

Date Adopted: 1993

Last Revised: 07/24/2017

[Policy 1.2 - Board Organization and Vacancies from the "Board Governance and Operations" handbook, available at www.blythevilleschools.net]

Board Member Length of Term and Holdovers

The District has eight (8) Board of Directors members. Each member is elected for a term of service of five (5) years. Members may be re-elected to serve consecutive terms so long as the member continues to meet the eligibility requirements for board service.

A board member remains in office until the member's successor has been sworn into office. In the event a board member's term of office has expired and no one is elected to replace the member, the board members becomes a "holdover" and is treated as having been re-elected to office for another term; Board members may only serve one term as a holdover and may be re-elected to the board at the expiration of his/her term.

Consequently, should no individual be elected to the position at the expiration of the holdover term, the position shall be declared to be vacant and filled in according with Policy 1.2 - Board Organization and Vacancies and Arkansas law. Board members not wishing to continue as a holdover may resign from office and the position is to be filled in accordance with Policy 1.2.

Legal References: A.C.A. § 6-13-608 A.C.A. § 6-13-611 A.C.A. § 6-13-616 A.C.A. § 6-13-630 A.C.A. § 6-13-631 A.C.A. § 6-13-634 Arkansas Constitution Article 19, Section 5

Date Adopted: 04/27/2015

[Policy 1.19 -- Board Member Length of Term and Holdovers from the "Board Governance and Operations" handbook, available at www.blythevilleschools.net]

Part B: Disclosure Information

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

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Ms. Tracey Ritchey President		
Erin Carrington Vice President		
Ms. Barbara Wells Secretary		
Mr. Tommy Bennett Board Member		
Mr. Billy Fair Board Member		
Mr. Desmond Hammett Board Member		
Ms. Tobey Johnson Board Member		

Duplicate this page, if necessary.

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Ms. Henrietta Watt Board Member		
Mr. Richard Atwill Superintendent		
Sally Cooke Curriculum Director	David Cooke* Public Relations Director	Husband
Randy Jumper Operations Director	Harriet Jumper* Coach	Wife
	Emily Crosskno Career Counselor	Daughter
Jean Cole Director of Special Services	Carolyn Smith Paraprofessional	
Bobby Ashley High School Principal	Karen Ashley Library Media Specialist	Wife
	Reed Ashley Secretary	Daughter
Donald Davis Assistant Principal	Michael Davis* Math Teacher	Son
Jennifer Blankenship Assistant Principal	Dorothy Young* Paraprofessional	Cousin
	Latricia Dority Secretary	Cousin

* - Indicates that this individual was already in this position prior to the administrator being placed in their administrative position.

Duplicate this page, if necessary.

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter's school mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

The mission statement of Blytheville New Tech is to facilitate relevant and rigorous learning, through 21st century skills, that prepares students to enter college, armed forces, or a career pathway as a leader.

With input from faculty, staff, and students, the mission statement has been revised to read as follows:

The mission statement of Blytheville New Tech is to facilitate relevant and rigorous learning, through 21st century skills, that prepares students to enter college, armed forces, or a career pathway as a leader. BHS New Tech values all learners as individuals and strives to promote learning outcomes that matter.

Part B: Current Performance Goals

Each of the charter's performance goals, as approved by the authorizer, is listed. Describe the charter's progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

Describe the charter's progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 2013 ESEA	Year 2 2014 ESEA	Year 3 2015 ESEA	Year 4 2016 ESEA	Year 5 2017-2018	Met Goal Yes or No
1. Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will meet yearly state AMO goals and individual student growth goals	ACTAAP, Renaissance Learning Star Enterprise, ACT Quality Core, NORMES	meet yearly state AMO goals and individual student growth goals	Annually	Literacy Performance AMO Goal – 61.29% Actual – 43.67% Math Performance AMO Goal – 63.10% Actual – 43.67%	Literacy Performance AMO Goal – 65.16% Actual – 44.23% Math Performance AMO Goal – 66.79% Actual – 38.95%	Literacy Performance AMO Goal – 21.47% Actual – 18.24% Math Performance AMO Goal – 12.09% Actual – 4.62%	AMO Goals were not set for this school year, due to the state's decision to withdraw from the PARCC consortium and adopt the ACT Aspire as the state assessment. Literacy Performance	AMO Goals were not set by the state for this school year. Literacy Performance 9 th Grade – 15.00% 10 th Grade - 25.70% Math Performance	No

							Actual— 27.18%	9 th Grade – 8.50% 10 th Grade – 6.00%	
							Math Performance Actual— 8.3%	*Based upon the basic report. ESEA Report will not be available until October.	
2. There will be 1.5 years of growth on Renaissance Learning, Star Enterprise testing for each individual student each year, regardless of proficiency in Reading, Language Usage, and Mathematics.	Renaissance Learning Star Enterprise	1.5 years of growth for each individual student	Annually	The school-wide average Grade Equivalency in Reading was 5.8. The school-wide average Grade Equivalency in Math was 7.0.	The school-wide average Grade Equivalency in Reading was 7.0. The school-wide average Grade Equivalency in Math was 8.0.	The school-wide average Grade Equivalency in Reading was 7.0. The school-wide average Grade Equivalency in Math was 7.7.	The school-wide average Grade Equivalency in Reading was 7.0. The school-wide average Grade Equivalency in Math was 7.2.	The school-wide average Grade Equivalency in Reading is currently 6.2. The school-wide average Grade Equivalency in Math is currently 6.8.	No

3. All students will progress toward mastery of 80% by the end of the school year on each SLE (Arkansas Frameworks) and/or Standards	ACTAAP EOC testing, Renaissance Learning Star Enterprise, ACT Quality Core	progress toward mastery of 80%	Annually	2013 ESEA (ACTAAP) -ELA – 43.67% -Math – 38.64%	2014 ESEA (ACTAAP) -ELA – 44.23% -Math – 42.31%	2015 ESEA (PARCC) -ELA – 18.24% -Math – 4.62%	2016 ESEA (ACT Aspire) -ELA – 27.18% -Math – 8.30%	2017 (ACT Aspire) -ELA – 9 th Grade – 15.00% 10 th Grade - 25.70% -Math – 9 th Grade – 8.50% 10 th Grade – 6.00% *Based upon the basic report. ESEA Report will not be available until October.	No
4. Attendance will increase by 0.5%, over the current attendance rate of 95.33%, each year for the next six years.	Attendance records, Attendance Software, SWIS software (used alongside Positive Behavior Intervention & Supports)	.5% increase per year	Annually	Goal – 95.83% Actual— 95.50% (According to the ESEA Report)	Goal – 96.33% Actual— 92.29% (According to the ESEA Report)	Goal— 96.83% Actual— 91.4% (According to the School Report Card)	Goal— 97.33% Actual— 92.5% (According to the School Report Card)	Goal— 97.83% Actual— 92.6% (According to the School Report Card)	No

5. Blytheville High school graduation rate, based on state AMO's, will increase by 5.86% the first year, 4.44% the second year, and 2.5% for each of the next four years thereafter.	Guidance Counselors, Career Coach (Arkansas Works Initiative), Graduation Records, Tracking System, Seminar/Guidance Classes, Internships/Apprenticeships, Transition Programs	increase by 5.86% the first year, 4.44% the second year and 2.5% for each of the next four years thereafter	Annually	Goal— 75.63% Actual – 76.72%	Goal— 80.07% Actual – (Not on the ESEA Report) 79.71%, according to eSchool.	Goal— 82.57% Actual – 92.7%	Goal— 85.07% Actual – 85.71% According to the 2016 ESEA Report, BHS's three-year average Graduation Rate was 88.65%. The three-year average for the state of Arkansas was 85.87%.	Goal— 87.57% Actual— 79.6%	No
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1. Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will increase to at least meet yearly state AMO goals and individual student growth goals each year for the first six years. Tool(s);

ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)
Renaissance Learning, Star Enterprise
ACT Quality Core
NORMES

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

BHS students did show a slight growth on the ACTAAP on the 2014 ESEA report as compared to the 2013 report, increasing from 43.67% proficient to 44.23%. Math showed an increase from 38.64% to 42.31%.

BHS students are reading more than in previous years! According to the Renaissance Accelerated Reader program, in the 2013-2014 school year were reading at a 5.4 reading level. They read 1,208 books at a comprehension rate of 62% on Accelerated Reading exams, earning only 7,361.6 points. In 2014-2015, students more than doubled the number of books that they tested on, reading 3,011 books with a 67.10% on the tests, earning 20,784.30 points! In 2015-2016, students read 3,238 points at a comprehension level of 73.20%, earning 32,286.70 points. In 2016-2017, students tested over 2,425 books, at a 76.80%, earning 32,183.50 points. For the last three years, the average grade equivalency on the Spring STAR Reading assessment has been 7.0, which is 2.6 grade levels above the starting average of 5.4 from the 2013-2014 school year.

According to the Renaissance STAR Reading scores, 46% of students showed growth in reading during the 2013-2014 school year; 57% of students showed growth in reading during the 2014-2015 school year; 55% of students showed growth in reading during the 2015-2016 school year; and 33% of students showed growth in reading during the 2016-2017 school year. However, there were quite a few students who had already scored at or above grade level. Once students reach a 12.9 Grade Equivalency, growth (using Grade Equivalency) is not only difficult to obtain, but also difficult to determine. During the 2013-2014 school year, 19% of students were already performing on grade level; 17% were performing on grade level during the 2014-2015 school year; 17% were already performing on grade level during the 2015-2016 school year; and 17% were performing on grade level in reading during the 2016-2017 school year. Therefore, the BHS leadership team decided to also determine growth for those students performing below grade level. The results were that 57% of students reading below grade level showed growth in 2013-2014; 69% showed growth in 2014-2015; 67% showed growth in 2015-2016; and 39% of students performing below grade level showed growth during the 2016-2017 school year.

According to the Renaissance STAR Math scores, 35% of students showed growth in math during the 2013-2014 school year; 47% of students showed growth during the 2014-2015 school year; 44% of students showed growth in math during the 2015-2016 school year; and 35% of students showed growth during the 2016-2017 school year. During the 2013-2014 school year, 45% of students were already performing on grade level; 35% were performing on grade level during the 2014-2015 school year; 47% were already performing on grade level during the 2015-2016 school year; and 53% were performing on grade level in math during the 2016-2017 school year. Therefore, the BHS leadership team decided to also determine growth for those students performing below grade level. The results were that 64% of students were performing below grade level in math showed growth in 2013-2014; 72% showed growth in 2014-2015; 83% showed growth in 2015-2016; and 73% of students performing below grade level showed growth during the 2016-2017 school year.

To improve skills in math and reading, BHS will continue with initiatives that have shown success, such as Accelerated Reader and Math Facts in a Flash, by Renaissance, and our own Drop Everything and Read program. Next steps include implementing an intervention program targeting deficit skills, using Data Driven Dialogue or a Looking at Student Work protocol to examine student responses to constructed response items in reading, math, and science, and professional development for English and math teachers around using data to drive instruction.

[ESEA Report attached. Sample STAR Data Wall and Data Disaggregation Chart attached.]

2. There will be 1.5 years of growth on Renaissance Learning, Star Enterprise testing for each individual student each year, regardless of proficiency in Reading, Language Usage, and Mathematics. Tool(s):

Renaissance Learning, Star Enterprise

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The highest Grade Equivalency (GE) score that STAR Renaissance gives is 12.9+. Students who are already performing at or above grade level typically do not show 1.5 years of growth. Those students who are already performing above an 11th grade reading level cannot attain 1.5 years of growth.

Reading

- During the 2016-2017 school year, 33% of students showed some growth in their Grade Equivalency (GE) in reading. However, 17% of students were already performing at or above grade level. Of the students who were performing below grade level, 39% showed growth. Only 6% showed a growth of 1.5 years or higher. During the course of this school year, one of our reading interventionists resigned mid-year without a notice.
- 2015-2016: 55% of students showed some growth in their GE in reading. However, 17% of students were already performing at or above grade level. Of the students who were performing below grade level, 68% showed growth. Fourteen percent (14%) showed 1.5 years of growth.
- 2014-2015: 57% of students showed some growth in their GE in reading. However, 17% of students were already performing at or above grade level. Of the students who were performing below grade level, 69% showed growth. Sixteen percent (16%) showed 1.5 years of growth.
- 2013-2014: 46% of students showed some growth in their GE in reading. However, 19% of students were already performing at or above grade level. Of the students who were performing below grade level, 57% showed growth. Eleven percent (11%) showed 1.5 years of growth.

Math

- During the 2016-17 school year, while 35% of students showed some growth in their Grade Equivalency (GE) in math. However, 53% of students were already performing at or above grade level. Of the students who were performing below grade level in math, 73% showed growth. Twenty-nine percent (29%) showed 1.5 years of growth.
- 2015-2016: 44% of students showed some growth in their GE in math. However, 47% of students were already performing at or above grade level. Of the students who were performing below grade level, 83% showed growth. Thirty-seven percent (37%) showed 1.5 years of growth.
- 2014-2015: 47% of students showed some growth in the GE in math. However 35% were already performing at or above grade level. Of the students who were performing below grade level in math, 72% of students showed growth. Forty percent (40%) showed 1.5 years of growth.
- 2013-2014: 35% of students showed growth in their GE in math. However, 45% of students were already performing at or above grade level. Of the students who were performing below grade level in math, 64% showed growth. Thirty percent (30%) showed 1.5 years of growth.

To improve skills in math and reading, BHS will continue with initiatives that have shown success, such as Accelerated Reader and Math Facts in a Flash, by Renaissance, and our own Drop Everything and Read program. Next steps include implementing an intervention program targeting deficit skills, using Data Driven Dialogue or a Looking at Student Work protocol to examine student responses to constructed response items in reading, math, and science, and professional development for English and math teachers around using data to drive instruction, teaching and assessing academic vocabulary, and on intervention.

[See attached Sample STAR Data Wall and Disaggregation Chart.]

3. All students will progress toward mastery of 80% by the end of the school year on each SLE (Arkansas Frameworks) and/or Standards (Common-Core) as measured by End of Course Exams, Star Enterprise and ACT Quality Core. Tool(s):

ACTAAP EOC testing

Renaissance Learning, Star Enterprise

ACT Quality Core

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

BHS students did show a slight growth on the ACTAAP on the 2014 ESEA report as compared to the 2013 report, increasing from 43.67% proficient to 44.23%. Math showed an increase from 38.64% to 42.31%. The 2015 ESEA report is based upon the PARCC assessment, which was discontinued after one year. Students' scores on the ACT Aspire dipped from 2016 to 2017, even though the ACT Aspire Interim Assessments data from the 2016-2017 data showed improvement over the 2016 school year.

In reviewing the data, the BHS leadership team believes that the discrepancy between the growth shown on STAR and on the ACT Aspire Interim Assessments is because ACT Aspire Summative Assessment appears to contain a larger percentage of questions at a Depth of Knowledge (DOK) Level of 2 and 3. Because neither the STAR Assessment nor the ACT Aspire Interim Assessments contain Technology Enhanced (TE) or Constructed Response (CR) questions, growth on STAR and ACT Aspire Interim Assessments are not indicative of the kind of performance we can expect on the ACT Aspire Summative Assessment. According to a .pdf entitled ACT Aspire Data from the 2017 ADE Data Conference (<http://www.apsdn.org/sis/hdr/2017/ACTAspireAssessmentData.pdf>), there are no DOK 3 level questions on the Interim Assessments, while 30-34% of the EHS ACT Aspire Summative Assessment is at a DOK 3.

For this reason, BHS New Tech adopted the following School Wide Instructional Focus: "Improving students' ability to incorporate textual evidence in written analysis." Over the last semester of the 2016-2017 school year, Instructional Teams worked collaboratively to share lessons, strategies, and resources to meet this goal. As a result of this focus, the class of 2017, who took the ACT Aspire Summative assessment as freshmen in 2015-2016 and scored a 39% on the Writing assessment, improved their writing on the 2016-2017 Summative assessment, scoring 47%. Likewise, the Class of 2016, who took the ACT Aspire Summative assessment as 8th graders and scored 4% on their Writing assessment, improved their writing during their 9th grade year on the 2016-2017 assessment, scoring a 35%.

The BHS New Tech leadership team will continue to support teachers in their effort to improve students' ability to incorporate textual evidence in written analysis, through collaboration, professional development opportunities, and resources. In addition, the BHS New Tech leadership will offer professional development opportunities and give specific feedback around DOK Levels and rigorous classroom instruction.

[ESEA Reports are attached.]

4. Attendance will increase by 0.5%, over the current attendance rate of 95.33%, each year for the next six years. Tool(s):

Attendance records

Attendance Software

SWIS software (used alongside Positive Behavior Intervention & Supports)

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

BHS New Tech did not meet our attendance goal; however, our attendance rate did not drop below 3 percentage points below the state average. Our attendance average for 2014-2015 school year was 91.4%; the state average was 94.4%. Our attendance average for 2015-2016 school year was 92.5%; the state average was 94.5%. Our attendance average for the 2016-2017 school year was 92.6%; the state average was 94.4%.

3 unexcused absences in any class, student is called to the office, parents are notified by phone, mail, or both by attendance office personnel.

6 unexcused absences in any class, student is called to the office, parents are notified.

7th day – FINS starts.

Reed emails every student that has three or more absences; they are emailed every week. Those who have 6 or more absences are notified by email.

BHS leadership encourages attendance by giving quarterly awards for perfect attendance during Quarterly Awards Ceremonies. In addition, BHS New Tech provides bus transportation for all students. BHS New Tech has hired a Data Entry Clerk who tracks highly mobile students. BHS New Tech has hired a truancy officer who converses with students, makes home visits to talk with parents, and files FINS with the court system if a student misses more than 6 unexcused absences. In addition, students are called to the Attendance Office and their parents are notified by phone, mail, or both once they miss 3 unexcused absences, and then again if they miss 6 unexcused absences.

Assistant Principals also make parent phone calls for students who have 6 or more unexcused absences. During the 2016-2017 school year, BHS leadership did a data dive in order to target students with a high number of absences and tardies to determine student motive for missing. In addition, BHS counselors hold annual assemblies in which they explain the negative consequences of missing class.

[See page 6 of the School Report Card, attached. ESEA Reports are also attached.]

5. Blytheville High school graduation rate, based on state AMO's, will increase by 5.86% the first year, 4.44% the second year and 2.5% for each of the next four years thereafter. Tools:

Guidance Counselors

Career Coach (Arkansas Works Initiative)

Graduation Records

Tracking System
Seminar/Guidance Classes
Internships/Apprenticeships
Transition Programs

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

While BHS New Tech did not meet our overall graduation goal, we did meet the annual graduation rate goal each year, with the exception of two years. According to the 2016 ESEA report (which is the most recent ESEA report available at this time), our three year average of 88.65% is above the state average of 85.87%. In the Targeted Achievement Gap Group, our three year average was 89.05%, while the state average was 82.01%.

Some measures that BHS New Tech has taken to improve graduation rates include offering credit recovery for students who do not earn credit through a four-week summer school program and through the A+ A+nyWhere Learning System for credit recovery. In addition, BHS New Tech employs three teachers (one math, one science, and one humanities teacher) to tutor two evenings per week in the program that we call Homework Helpline. Students who are struggling can come to Homework Helpline and receive help with their assignments, use library resources, take make-up quizzes and tests, and use the school's WiFi to complete assignments, projects, and A+ assignments. This tutoring and these services are free to students.

In addition to these initiatives to improving graduation rates, we have a Career Coach, through Arkansas Northeastern College, who works with our campus Career Coach to ensure that all students know what their post-secondary options are.

Comparing New Tech Culture Survey Data from 2013-14 to 2016-17

Statement	2013-14 - % Agree or Strongly Agree	2016-17 - % Agree or Strongly Agree
"My school talks with students about options after high school"	57.72%	83%
"My school helps with college applications."	57.72%	80%
"My school provides information about what is required to be accepted at the college of my choice."	60.67%	84%

According to the 2016-2017 New Tech Culture Survey, which polled students in grades 9 through 12, when asked what their plans for after high school were, 5.38% responded "enter the workforce," 11.49% responded "enlist in the military," 10.76% responded "enroll in community college," 2.2% responded "enroll in a technical or trade school," 50.12% responded, "enroll in a 4-year college," 7.33% responded, "I don't have a plan," and 12.71% responded, "other."

[See ESEA Reports, attached.]

Part C: New Performance Goals

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

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. To improve students' ability to incorporate textual evidence in written analysis.	ACT Aspire Summative Assessment - Writing Quarterly Common Assessment Data (reported to the ADE on 45-Day Plans)	Ready Proficient on the "Organization Domain" of the New Tech Network Written Communication Rubric - attached	Annually Quarterly	Goal – 50%* Goal – 55% of students will score Proficient or above	Goal – 55% Goal – 60% of students will score Proficient or above	Goal – 60% Goal – 65% of students will score Proficient or above		
2. To monitor growth and improve	English and Reading sections of the ACT	Ready	Quarterly	Goal – 45% average of the English	Goal – 50%	Goal – 55%		

student achievement in the area of ELA Readiness.	Aspire Interim Assessments			and Reading assessments				
	English, Reading, and Writing sections of the ACT Summative Assessments	Ready	Annually	Goal – 40%	Goal – 45%	Goal – 50%		
	Renaissance Accelerated Reader and STAR Reading Assessment	Meets Growth Goals	Annually	Goal – 50% of students will meet annual STAR Reading Growth Goal and Accelerated Reader Goals**	Goal – 55%	Goal – 60%		
3. To monitor growth and improve student achievement in the area of Mathematics.	Mathematics ACT Aspire Interim	Ready	Quarterly	Goal – 35%	Goal – 40%	Goal – 45%		
	Mathematics section of the ACT Aspire Summative	Ready	Annually	Goal – 25%	Goal—30%	Goal—35%		
	STAR Math Assessment	Meets Growth Goals	Annually	Goal – 50% of students will meet	Goal –55%	Goal—60%		

				annual STAR Math Growth Goal				
4. To improve student achievement in the area of Science.	Science Section of the ACT Aspire Interim Assessments	Ready	Quarterly	Goal – 45%	Goal –50%	Goal—55%		
	Science Section of the ACT Aspire Summative Assessment	Ready	Annually	Goal – 25%	Goal –30%	Goal—35%		

* - 50% is 2.14% higher than the state average achieved of 47.86%, as reported by the 2016 ESEA Report, and is 22.82% higher than our average as reported on the 2016 ESEA Report. All of the percentages set are higher than our current averages (see report above).

** - Renaissance Accelerated Reader, STAR Reading, and STAR Math programs use baseline assessment data to set goals for each student. According to STAR reports, “Based on research, 50% of students at this student’s level will achieve this much growth.” Since some students (particularly those who are at or above a Grade Equivalency of 11.5) cannot show 1.5 years of growth because the system tops out at 12.9+, using the STAR Reading and STAR Math projected scaled score to monitor each student’s growth is not only more attainable than our previous growth goal, it is also a research-based differentiated goal for each student based on their own abilities.

Section 3 – Waivers

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

BLYTHEVILLE HIGH SCHOOL - A NEW TECH SCHOOL APPROVED WAIVERS

District LEA:	47-02-000	Elementary School LEA:	n/a
City:	Blytheville	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	47-02-706
Grades Approved:	9-12	Expiration Date:	06/30/2018
CAP:	1000	Grades Served 2017-2018:	9-12

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

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4.1	Requiring oral communication as part of the language arts curriculum
9.03.4.9	Health and Safety Education and Physical Education (to count 8 th grade physical education for high school credit with approval request made and approved by ADE as outlined in 9.03.3.12 of the Standards for Accreditation)
10.01	Required Time for Instruction and School Calendar
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
14.03	Unit of credit and clock hours for a unit of credit

15.03	Licensure and Renewal
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
18	Gifted and Talented Education

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font.

No new waivers are requested at this time.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, 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.

The charter wishes to maintain all currently approved waivers.

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).

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.

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.

No charter amendments are requested.

Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

Blytheville New Tech will continue to operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. The conversion charter will continue to have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.

2017 ESEA SCHOOL REPORT

BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL

District: BLYTHEVILLE SCHOOL DISTRICT

LEA: 4702706

Superintendent: RICHARD ATWILL

Principal: BOBBY ASHLEY

Address: 600 N. TENTH ST.

Grades: 9 - 12

Attendance: 93.6

BLYTHEVILLE, AR 72315

Enrollment: 638

Poverty Rate: 100

Phone: (870) 762-2772

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	309	319	96.87	315	320	98.44
Targeted Achievement Gap Group	309	319	96.87	315	320	98.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	242	250	96.80	246	250	98.40
Hispanic/Latino	10	10	100.00	10	10	100.00
White	57	59	96.61	59	60	98.33
Economically Disadvantaged	309	319	96.87	315	320	98.44
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	52	54	96.30	53	54	98.15

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	78	60	287	293	27.18	20.48	23.79
Targeted Achievement Gap Group	78	60	287	293	27.18	20.48	23.79
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	45	38	222	232	20.27	16.38	18.28
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	33	21	60	53	55.00	39.62	47.79
Economically Disadvantaged	78	60	287	293	27.18	20.48	23.79
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	2	1	36	48	5.56	2.08	3.57

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	24	23	289	298	8.30	7.72	8.01
Targeted Achievement Gap Group	24	23	289	298	8.30	7.72	8.01
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	15	15	223	235	6.73	6.38	6.55
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	9	7	60	55	15.00	12.73	13.91
Economically Disadvantaged	24	23	289	298	8.30	7.72	8.01
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	0	1	36	48	0.00	2.08	1.19

2016 SCHOOL FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students	164	206	79.61	85.69
Targeted Achievement Gap Group	164	204	80.39	85.94
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	139	172	80.81	86.72
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10
White	24	31	77.42	84.15
Economically Disadvantaged	164	203	80.79	86.21
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	26	34	76.47	79.22

2017 ESEA SCHOOL REPORT

BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL

District: BLYTHEVILLE SCHOOL DISTRICT

Superintendent: RICHARD ATWILL

Grades: 9 - 12

Enrollment: 638

Principal: BOBBY ASHLEY

Attendance: 93.6

Poverty Rate: 100

LEA: 4702706

Address: 600 N. TENTH ST.

BLYTHEVILLE, AR 72315

Phone: (870) 762-2772

STATE PERCENTAGE ACHIEVING

	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
ESEA Indicators			
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.93	37.95	83.79
ESEA Subgroups			
Black or African American	31.84	26.04	81.53
Hispanic/Latino	46.45	41.94	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.59	38.41	83.79
English Learners	40.64	37.98	85.71
Students with Disabilities	14.34	16.95	84.29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

State Percentage Achieving

The state percentage achieving is the state percentage of students achieving Ready or Exceeds levels on their summative assessments. These percentages include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations.

All grades are included in the state percentages for each subject.

Report created on: 11/09/2017



BLYTHeVILLE HIGH SCHOOL New TeCH

**Charter Renewal Application
December 20, 2017**

Our Mission

The mission statement of Blytheville New Tech is to facilitate relevant and rigorous learning, through 21st Century skills, that prepares students to enter college, armed forces, or career pathways as a leader. BHS New Tech values all learners as individuals and strives to promote learning outcomes that matter.

Our Vision

All learners will show agency, demonstrate the ability to communicate, collaborate, think critically, and transition into the college or career of their choice.

44



Core Beliefs

- New Tech strategies benefit our students.
- Relationships are essential and our responsibility.
- Teamwork is key to collaboration, innovation, and creativity, which are our standard operating procedures.
- The community is a vital partner in our process.

Goal 1: Improve Writing

To improve students' ability to incorporate textual evidence in written analysis.

46



Goal 1: Action

Looking at Student Work protocol in PLC meetings.

Common assessments - at least one per quarter is a constructed response or essay

New Tech Literacy Specialist will work with humanities teachers.



Goal 2: ELA Growth

To monitor growth and improve students achievement in the area of ELA readiness.

Goal 2: Action

Accelerated Reader/DEAR

Students are reading three times as much now as compared to three years ago; their comprehension continues to improve!

49

- 2013-2014 School Year - 7,361.6 points; average comprehension 62%
- 2014-2015 School Year - 20,784.3 points; average comprehension 67.1%
- 2015-2016 School Year - 32,286.7 points; average comprehension 73.2%
- 2016-2017 School Year - 32,183.50 points; average comprehension 76.8%
- Points are beginning to plateau due to decreased enrollment.

Common Assessments (Pre/Post)

- Looking At Student Work
- Cycle of Inquiry

Goal 3: Mathematics Growth

To monitor growth and improve student achievement in the area of Mathematics.

50



Goal 3: Action

- Common Assessments (Pre/Post)
 - Looking At Student Work
 - Cycle of Inquiry
- Math Facts in a Flash

Goal 4: Science Growth

To monitor growth and improve student achievement in the area of science.



Goal 4: Action

- Common Assessments (Pre/Post)
 - Looking At Student Work
 - Cycle of Inquiry
- NGSS standards



Advanced Placement

10 AP Courses and 16 AP Certified Teachers

- AP Biology
- AP Environmental Science
- AP Chemistry
- AP Literature
- AP Language
- AP Government
- AP World History
- AP US History
- AP Statistics
- AP Calculus

Technology

Chromebooks

- 2013-2014 (used Macs)

389 issued 386 returned

- 2014-2015 (Chromebooks)

490 issued 486 returned

2015-2016 (Chromebooks)

630 issued 625 returned

- 2016-2017
 - 623 issued 613 returned

Tech Hours

Tech Internship- 4 students

Work-it-Off Program



New Tech Support

- NTN will provide coaching to system/district leaders who participate in this effort with goal of building upon the capacity for the Blytheville system to lead this type of intentional learning and improvement work independently over time
- Virtual Coaching
- Leadership Summit: Fall & Spring
- Arkansas Directors Gathering: Fall & Spring
- New Tech Annual Conference: Summer
- Virtual Learning Opportunities: Badging System; Train the Trainer System
- Professional Learning @ New Tech Network
- Echo Management & Support



American History

Agenda  

Project	Boundaries of Freedom
Bell Ringer	Vocabulary.com
Guiding Questions	I will investigate the causes of America's abandonment of neutrality and decision to enter WWI on the side of the Allies.
Tasks	Examine causes for WWI <ul style="list-style-type: none">Class discussion
Homework	
Standards	Era7.1.US.2 Evaluate social, economic, and political motives for and impact of the involvement of the United States in World War I using multiple primary and secondary sources Era7.1.US.6 Evaluate credibility and limitations of primary and secondary sources representing multiple perspectives about the changing role of the United States in the world from 1890-1930
Announcements	MENU:

Knowledge & Thinking 40%



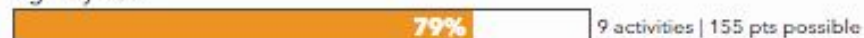
Written Communication 15%



Oral Communication 15%















Agency 15%



Collaboration 15%



Standard	Description	Mastered	Not mastered	No attempt
CCSS.ELA-Literacy.L.9-10.1a	Use parallel structure.			
CCSS.ELA-Literacy.L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
CCSS.ELA-Literacy.L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			
CCSS.ELA-Literacy.L.9-10.2b	Use a colon to introduce a list or quotation.			

Celebrating the BHS Class of 2017

- 21 - Honor Graduates
- 92 - CTE Completers
- 38 - Received Industry Certifications
- 13 - CTE Interns
- 51 students were offered scholarships totaling over \$2,365,086 including 25 recipients of the Arkansas Academic Challenge Scholarship, totaling \$14,000 each.

Class of 2018

Forty-six BHS seniors, accompanied by BHS New Tech's Career Counselor, attended a HBCU College Fair trip (35 schools) on November 12th.

As a result, students were offered over **\$1.8 million in scholarships.**

Other Support

BHS New Tech is supported in our work through systems work in our district.

- Learn and Grow Monthly
- Support for Adult Learners
- Observation and Feedback
- SIS on Campus for support
- SPDG grant for RTI and PBIS

**MINER ACADEMY
RENEWAL SUMMARY
DECEMBER 2017**

Sponsoring Entity	Bauxite School District
Address	800 School Street Bauxite. AR 72011
Grades Served	6-12
Enrollment	52
Maximum Enrollment	200
Number of Years Requested	5

Mission Statement

The mission of Miner Academy, has been and always will be, to serve every child, every day. Our goal is to give our students the best individualized education possible. We seek to not only prepare those students who are college bound with an academically proficient education that will place them in a competitive position with other collegial students, but also to prepare those students who are career bound with the skills and tools necessary for them to succeed in their future endeavors. Miner Academy meets each student where they are and provides them with a path to succeed, regardless of their plans for the future.

2015-2016 Accreditation Status

Accredited

No Remaining Concerns

MINER ACADEMY (BAUXITE SCHOOL DISTRICT)

CURRENT DATA

Maximum Enrollment	200
Approved Grade Levels	6-12
Grades Served 2017-2018	6-12

2017-2018 Enrollment by Race

Two or More Races	1
Asian	0
Black	0
Hispanic	3
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	47
Total	51

2017-2018 Enrollment by Grade

6th Grade	1
7th Grade	1
8th Grade	1
9th Grade	3
10th Grade	8
11th Grade	9
12th Grade	28

2016-2017 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	2
Special Education	3
Title I	1
Source: School Cycle 4 Report	

2016-2017 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	34.61	40.32	54.43	58.40
ADM	36.52	42.27	59.00	59.98
%	94.77%	95.40%	92.26%	97.37%

BACKGROUND

Authorized March 11, 2013
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

October 15, 2015

Waiver of Standards for Accreditation 10.02.5

Arkansas Department of Education District Conversion Public Charter School Renewal Application Rubric

Name of School: Miner Academy

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 5; and
- Date of the governing board's approval of the renewal application.

Fully Responsive

SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS

Part A: School Mission

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

Fully Responsive

Comments and Additional Questions:

- Describe the charter's progress in maintaining its mission. Consider including any initiatives, daily student activities, community/business partnership, and any accolades received by the students and school in your description.

Applicant Response: The mission of Miner Academy has been and always will be to serve every child, every day. Our goal is to give our students the best individualized education possible. We seek to not only prepare those students who are college bound with an academically proficient education that will place them in a competitive position with other collegial students, but also to prepare those students who are career bound with the skills and tools necessary for them to succeed in their future endeavors. Miner Academy meets each student where they are and provides them with a path to succeed, regardless of their plans for the future.

The goals for measuring the success of Miner Academy when the charter started included 80% of all students meeting proficiency in literacy and math. While Miner Academy still strives for 100% proficiency in literacy and math, the school has begun to view success in a variety of ways, including providing all students a flexible and individualized learning environment and retaining students that might otherwise drop out, which will improve the graduation rate for the district.

Miner Academy has built partnerships with local community businesses to provide opportunities for students to transition to work. First Security Bank speaks to Miner Academy students about financial literacy and donates meals to the district's teachers. Everitt Buick GMC is a generous donor to several Saline County Schools, and several Miner Academy students work there part-time during school and have gone on to work there full-time after school. Zaxby's provides food for athletic events and also employs Miner Academy students. Saline Memorial Hospital allowed a Miner Academy student to participate in ride-alongs on emergency vehicles, and that student was able to utilize the flexibility of Miner Academy's pacing to graduate early to enter EMT school. This student, Austin Crookham, won the Diamond Award for Alternative Education in 2017. Miner Academy's ability to meet his needs allowed him to graduate, when he was determined to drop out of high school after the loss of a classmate.

Miner Academy students often collaborate in a small environment and are able to learn from each other when other instructional methods aren't meeting their needs. In some ways, Miner Academy students form their own flexible professional learning communities.

Two recent initiatives Miner Academy has begun are the Miner Extra Mile Summer Academy for students who need credit recovery options. The Summer Academy is open to all local students, regardless of home district, and has helped Bauxite, Benton, and Harmony Grove

District Conversion Public Charter Renewal Application Rubric

students graduate on time through the use of online courses offered during the summer. Another recent initiative is the creation of digital Student Success Plans for all Bauxite students grades 8-12. This initiative is one the district believes will help all students and parents take ownership of the students' paths to graduation. Bauxite Schools has a Google Certified Trainer and several Google Certified Educators on staff. Using Google Forms, Sheets, Docs, and Classroom, the district will keep each student's academic success plan easily accessible by all stakeholders for viewing and modifying.

In essence, Miner Academy still strives for 100% proficiency in math and literacy, but has redefined its original mission to view success in more than proficiency data, but also in meeting each student's individual needs to help each graduate prepared to succeed in all future opportunities.

Part B: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive

Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals;
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

SECTION 3: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

District Conversion Public Charter Renewal Application Rubric

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or a statement saying that no new waivers are requested.

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or a statement saying that the charter wishes to maintain all currently approved waivers.

Please see legal comments.

SECTION 4: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments or a statement that no amendments are being requested;
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Please see legal comments.

SECTION 5: DESEGREGATION ANALYSIS

Applicants are requested to describe the current and potential impact of the charter 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

Evaluation Criteria:

A response that is fully responsive will include:

- 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.

Please see legal comments.

Bauxite Miner Academy Renewal

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Yellow=No new requests

Information provided by Applicant is in italics.

Bauxite Miner Academy 2017 District Conversion Renewal Application

Recommended Waiver Rescission

1. Mandatory Attendance

Ark. Code Ann. § 6-18-211

Legal Comments: Law has been repealed making a waiver no longer necessary.

2. Substitute Teachers

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class More than Thirty (30) Consecutive Days and for Granting Waivers

Legal Comments: Rules have been repealed or included in other rules making a waiver no longer necessary.

3. Library Media

Ark. Code Ann. § 6-25-101

Legal Comments: This law addresses the legislative intent and is not necessary for Applicant to achieve its goals or effectuate its waivers of its library media services.

Applicant Response: Based upon the ADE's legal comments, we wish to withdraw the waiver requests for mandatory attendance, substitute teachers, and our library media services.

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 27, 2017

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis – District Conversion Public Charter School Renewals

I. INTRODUCTION

Four public school districts have submitted renewal applications for their district conversion charter schools:

- Bauxite School District – Approved on March 11, 2013, to operate the Miner Academy. The district conversion school is currently approved to serve 200 students in grades 6-12 and is requesting a five (5) year renewal.
- Blytheville School District – Approved on January 14, 2013, to operate the Blytheville New Tech High School. The district conversion school is currently approved to serve 1000 students in grades 9-12 and is requesting a three (3) year renewal.
- Rogers School District – Approved on January 14, 2013, to operate the Rogers New Technology High School. The district conversion school is currently approved to serve 900 students in grades 9-12 and is requesting a five (5) year renewal.
- Texarkana School District – Approved on January 14, 2013, to operate the Washington Academy. The district conversion school is currently approved to serve 160 students in grades 7-12. The school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the Authorizer to carefully analyze the impact of any charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the Authorizer to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer “shall not approve any ... 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.”

III. INFORMATION SUBMITTED BY THE APPLICANT

Each applicant submitted a desegregation analysis in its renewal application, and the Department is unaware of any desegregation-related opposition to these renewals from any other school district. The applicants' responses are as follows:

Bauxite School District, Miner Academy: Pursuant to Ark. Code Ann. §6-23-106, the Bauxite School District has carefully reviewed the impact that the renewal of its conversion charter for Miner Academy would have upon the efforts of the Bauxite School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of the conversion charter for Miner Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Bauxite School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the continued operation of Miner Academy as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

Blytheville School District, Blytheville New Tech High School: Blytheville New Tech will continue to operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. The conversion charter will continue to have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.

Rogers School District, Rogers New Technology High School: RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.

Texarkana School District, Washington Academy: Washington Academy Charter is a District conversion charter school and will not have an adverse effect or impact on the Texarkana Arkansas Public School District because we are a part of said District. We will comply with all court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools and will have no impact on those desegregation efforts already in place in the Texarkana Arkansas School district.

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 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)). ADE is unaware of any active desegregation orders affecting the above listed school districts.

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 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).

It is difficult to conclude, from data currently available, that renewal of the district conversion charter schools is motivated by an impermissible intent to segregate schools. The ADE is unaware of any active desegregation orders which could be impacted by the renewal of the district conversion charter school. However, the authorizer should carefully examine each district conversion charter school renewal applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the school’s existence.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

District Conversion Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 28, 2017



Charter School: Miner Academy

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

Contact Information

Sponsoring Entity:	Bauxite Public Schools
Name of Charter School:	Miner Academy
School LEA #	63-01-703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Joshua Harrison 800 School Street Bauxite. AR 72011 501-557-5000 501-557-5002 harrisonj@bauxiteminers.org
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Matt Donaghy 800 School Street Bauxite. AR 72011 501-557-5453 501-557-2235 donaghym@bauxiteminers.org

Number of Years Requested for Renewal (1-5) : 5 YEARS

Renewal Application Approval Date by the School/Entity Board(s) : September 27, 2017

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

BOARD GOVERNANCE AND OPERATIONS

BOARD ORGANIZATION and VACANCIES

Election of Officers

The Board shall elect a president, vice president, secretary, and legislative liaison at the first regular meeting following the later of the certification of the results of the annual September school election or if there is a runoff election, at the first regular meeting following the certification of the results of a run-off election. Officers shall serve one-year terms and perform those duties as prescribed by policy of the Board. The Board shall also elect, through a resolution passed by a majority vote, one of its members to be the primary board disbursing officer and may designate one or more additional board members as alternate board disbursing officers. A copy of this resolution will be sent to the county treasurer and to the director of the Department of Finance and Administration.

When the position of an officer of the board becomes vacant, the officer’s position shall be filled for the remainder of the year in the same manner as for the annual election of officers after the annual school election.

Vacancies

A vacancy shall exist on the Board due to a board member’s:

- Resignation;
- Death;
- Felony conviction;
- No longer residing in the district;
- Whose full-length term as a holdover has expired, and who has not subsequently been elected to another term; or
- Other statutory reason resulting in a board member’s removal from the board.

The vacated position shall be filled in the manner prescribed by statute and this policy; the successor to the vacated position shall serve until the annual school election following the appointment.

A temporary vacancy exists when a Board member is called to active military service. When such a vacancy occurs, the temporary vacancy shall be filled in the manner prescribed by statute and this policy. The appointee shall serve until either the Board member who has been called to active military service returns and notifies the Board secretary of his/her desire to resume service on the Board or the Board member's term expires. Should the still active military Board member's term expire, that member may run for re-election. If re-elected, the re-elected Board member's temporary vacancy shall be filled again in the manner prescribed in this policy.

DUTIES OF THE PRESIDENT

The duties of the president of the Board of Education shall include, but shall not be limited to:

1. Presiding at all meetings of the Board;
2. Calling special meetings of the Board;
3. Working with the Superintendent to develop Board meeting agendas;
4. Signing all official documents that require the signature of the chief officer of the Board of Education.
5. Appointing all committees of the Board and serving as ex-officio member of such committees; and
6. Performing such other duties as may be prescribed by law or action of the Board.

The president shall have the same right as other members to offer resolutions, make or second motions, discuss questions, and to vote.

DUTIES OF THE VICE-PRESIDENT

The duties of the Vice President of the Board shall include:

1. Serving as presiding officer at all school board meetings from which the president is absent; and
2. Performing such other duties as may be prescribed by action of the Board.

DUTIES OF THE SECRETARY

The duties of the Secretary of the Board shall include:

1. Being responsible to see that a full and accurate record of the proceedings of the Board are kept;
2. Serving as presiding officer in the absence of the President and the Vice President;
3. Being responsible for official correspondence of the Board;
4. Signing all official documents that require the signature of the Secretary of the Board of Education;
5. Calling special meetings of the Board; and
6. Performing such other duties as may be prescribed by the Board.

BOARD MEMBER VOTING

All Board members, including the President, shall vote on each motion, following a second and discussion of that motion. In order for a Board member to abstain from voting, he must declare a conflict and remove himself from the meeting room during the vote. Failure of any Board member to vote, while physically present in the meeting room, shall be counted as a “no” vote, i.e., a vote against the motion.

POWERS AND DUTIES OF THE BOARD

The Board of Education, operating in accordance with State and Federal laws, assumes its responsibilities for the operation of Bauxite Public Schools. The board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision of the District;
2. Understanding and abiding by the proper role of the Board of Directors;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board’s policies;
4. Conducting formal and informal evaluations of the Superintendent as deemed necessary and appropriate;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;

6. Seeing that all subjects for study prescribed by the State Board or by law for all grades of schools are taught;
7. Preparing and publishing the district's budget for the ensuing year;
8. Being responsible for the maintenance of the District's buildings, grounds, and property;
9. Setting an annual salary schedule;
10. Being fiscally responsible to the district's patrons and maintaining the millage rate necessary to support the district's budget;
11. Involving the members of the community in the district's decisions to the fullest extent practicable; and
12. Striving to assure that all students are challenged and are given an equal educational opportunity.

GOVERNANCE BY POLICY

The district shall operate within the legal frameworks of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions. The legal frameworks governing the district shall be augmented by policies adopted by the board of directors which shall serve to further define the operations of the district.

When necessitated by unforeseen circumstances, the Superintendent shall have the power to decide and take appropriate action for an area not covered by the legal frameworks or a policy of the Board. The Superintendent shall inform the members of the Board of such action. The Board shall then consider whether it is necessary to formulate and adopt a policy to cover such circumstances.

The official copy of the policy manual for the District shall be kept in the Superintendent's office. Copies of the manual within the District shall be kept current, but if a discrepancy occurs between manuals, the Superintendent's version shall be regarded as authoritative.

Administrative regulations shall be formulated to implement the intentions of the policies of the Board. Regulations may be highly specific. The Board shall review administrative regulations prior to their implementation.

POLICY FORMULATION

The Board affirms through its policies and its policy adoption process, its belief that: (1) the schools belong to the people who create them by consent and support them by taxation; (2) the schools are only as strong as an informed citizenry and knowledgeable school staff allow them to be; (3) the support is based on knowledge of, understanding about, and participation in the efforts of its public schools. The following shall be the guidelines for policy adoption for the Bauxite School District.

General Policies

Policies which are not personnel policies may be recommended by the Board or any member of the Board; by the Superintendent, Assistant Superintendent, any other administrator or employee of the District; committee appointed by the Board; or by any member of the public. Policies adopted by the Board shall be within the legal framework of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions. When reviewing a proposed policy (non-personnel), the Board may elect to adopt, amend, refer back to the person proposing the policy for further consideration, take it under advisement, reject it, or refuse to consider such proposal.

Part B: Disclosure Information

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

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Michael Vocque-President vocquem@bauxiteminers.org 501-690-5655	NONE	
Ryan Jacks-Vice President jacksr@bauxiteminers.org 501-944-6133	NONE	
T. David Hensley-Secretary hensleyd@bauxiteminers.org 501-317-0045	NONE	
Dr. Cara Ballard ballardc@bauxiteminers.org 501-326-1548	NONE	
Jeremy McDade mcdadej@bauxiteminers.org 501-317-5854	NONE	
Joshua Harrison harrisonj@bauxiteminers.org 501-351-6496	NONE	
Matt Donaghy donaghym@bauxiteminers.org 501-557-5453	NONE	

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter's school mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

The mission of Miner Academy will be to prepare students that are academically proficient and are college and career ready. Miner Academy will serve every child, every day.

While our mission statement is being maintained, we feel as if we have grown since the birth of Miner Academy, and our mission statement should reflect that growth. We actively pursue high education goals for all our students and constantly readjust, reevaluate, and revise our expectations of student performance.

Adjustment:

The mission of Miner Academy, has been and always will be, to serve every child, every day. Our goal is to give our students the best individualized education possible. We seek to not only prepare those students who are college bound with an academically proficient education that will place them in a competitive position with other collegial students, but also to prepare those students who are career bound with the skills and tools necessary for them to succeed in their future endeavors. Miner Academy meets each student where they are and provides them with a path to succeed, regardless of their plans for the future.

Part B: Current Performance Goals

Each of the charter's performance goals, as approved by the authorizer, is listed. Describe the charter's progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

Describe the charter's progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

Goal 1	Miner Academy will measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy had as a goal that 80% of the students will reach the building AMOs, but because of the change in assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal with the new baseline set by the Arkansas Department of Education.
Assessment Instrument For Measuring Performance	In the past, the charter application listed "the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments." Currently, the assessment instrument required by the Arkansas Department of Education is the ACT Aspire and the ACT, and Miner Academy uses ACT Aspire interims in place of TLI and NWEA/MAP interims assessments.
Performance Level that Demonstrates Achievement	The three different statewide assessment instruments used over the past four years all have different performance level descriptors indicating whether or not a student is meeting benchmark goals. For Augmented Benchmark and EOC, it was Proficient. For PARCC, it was Met Expectations. For ACT Aspire, it is Ready. All 3 have a different label for what constitutes meeting benchmarks. For all three assessments, the goal has always been to have 80% of students meeting grade-level benchmarks.
When Attainment of Goal will be Assessed	Annually, with Spring Summative Assessment Results
Year 1 2013-14	70% Proficient or Advanced. (10 students tested).
Year 2 2014-15	19% Met or Exceeded Expectations. (16 students tested).
Year 3 2015-16	Grades tested: 6-10.

	<p>0% Ready or Exceeding (19 Students tested).</p> <p>6th grade: 1 tested and 1 needs support.</p> <p>8th grade: 1 tested and 1 deemed ready.</p> <p>9th grade: 8 tested. All were deemed close.</p> <p>10th grade: 9 tested. All were deemed close.</p>
Year 4 2016-17	<p>Grades tested: 6-10.</p> <p>50% Ready or Exceeding (16 Students tested)</p> <p>6th grade: 1 tested and 1 deemed close.</p> <p>8th grade: 3 tested. 1 deemed exceeding or ready and 2 close or in need of support.</p> <p>9th grade: 5 tested. 3 deemed exceeding or ready and 2 close or in need of support.</p> <p>10th grade: 7 tested. 4 were deemed exceeding or ready and 3 close or in need of support.</p>
Year 5 2017-18	Current School Year: Data not yet available.
Met Goals: Yes or No	<p>Because of the multiple changes in state assessment instruments, whether or not Miner Academy met the 80% AMO goal can not be answered with a simple yes or no. Because of the change in statewide assessment instrument from the Augmented Benchmark and EOC exams to the PARCC exam to the ACT Aspire exam, AMOs for the state were in a resetting period and the baseline has again been reset in the Spring of 2017, therefore districts and schools have not been classified as meeting AMO goals the last two years. The local assessment instruments originally mentioned, NWEA/MAP and TLI assessments, are not local instruments the district uses anymore. The district now uses ACT Aspire for interims.</p>

Goal 2	<p>Miner Academy will measure students' progress toward meeting their individual growth goals in Mathematics. In addition, Miner Academy had as a goal that 80% of the students will reach the building AMOs, but because of the change in assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal with the new baseline set by the Arkansas Department of Education.</p>
Assessment Instrument For Measuring Performance	<p>In the past, the charter application listed “the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments.” Currently, the assessment instrument required by the Arkansas Department of Education is the ACT Aspire and the ACT, and Miner Academy uses ACT Aspire interims in place of TLI and NWEA/MAP interims assessments.</p>
Performance Level that Demonstrates Achievement	<p>The three different statewide assessment instruments used over the past four years all have different performance level descriptors indicating whether or not a student is meeting benchmark goals. For Augmented Benchmark and EOC, it was</p>

	Proficient. For PARCC, it was Met Expectations. For ACT Aspire, it is Ready. All 3 have a different label for what constitutes meeting benchmarks. For all three assessments, the goal has always been to have 80% of students meeting grade-level benchmarks.
When Attainment of Goal will be Assessed	Annually, with Spring Summative Assessment Results
Year 1 2013-14	Algebra--33% Proficient (9 students testing) Geometry--50% Proficient (4 students testing)
Year 2 2014-15	Algebra I--0% Met or Exceeded Expectations, 2 were Approaching Expectations. (11 students tested) Algebra II--10% Met or Exceeded Expectations, 10% were Approaching Expectations. (10 students tested)
Year 3 2015-16	Grades tested: 6-10. 0% Ready or Exceeding. (19 students tested) 6th grade: 1 tested and 1 needs support. 8th grade: 1 tested and 1 are close. 9th grade: 8 tested and all in need of support. 10th grade: 9 tested and all in need of support.
Year 4 2016-17	Grades tested: 6-10. 13% Ready or Exceeding. (16 Students tested) 6th grade: 1 tested and 1 close or needs support. 8th grade: 3 tested. 3 need support. 9th grade: 5 tested. 1 deemed exceeding or ready, 4 close or need support. 10th grade: 7 tested. 1 ready or exceeding, 6 were deemed close or in need of support.
Year 5 2017-18	Current School Year: Data not yet available.
Met Goals: Yes or No	Because of the multiple changes in state assessment instruments, whether or not Miner Academy met the 80% AMO goal can not be answered with a simple yes or no. Because of the change in statewide assessment instrument from the Augmented Benchmark and EOC exams to the PARCC exam to the ACT Aspire exam, AMOs for the state were in a resetting period and the baseline has again been reset in the Spring of 2017, therefore districts and schools have not been classified as meeting AMO goals the last two years. The local assessment instruments originally mentioned, NWEA/MAP and TLI assessments, are not local instruments the district uses anymore. The district now uses ACT Aspire for interims.

Goal 3	Miner Academy will use a survey to assess incoming students' affective characteristics in order to measure growth over the length of their participation. Areas to be assessed will include: attitude towards school; attitude toward learning; attitude toward the use of technology; interest in participating in postsecondary education; and attitude toward graduation.
Assessment Instrument For Measuring Performance	Youth Risk Behavior Survey
Performance Level that Demonstrates Achievement	The individualized student action plan created for each Miner Academy Student based upon the incoming student survey will demonstrate success in reaching Goal 3.
When Attainment of Goal will be Assessed	Periodically throughout the year as the student action plan is revised to reflect student needs.
Year 1 2013-14	36 Miner Academy students took the Youth Risk Behavior Survey.
Year 2 2014-15	36 Miner Academy students took the Youth Risk Behavior Survey.
Year 3 2015-16	40 Miner Academy students took the Youth Risk Behavior Survey.
Year 4 2016-17	58 Student Responses: 9 Freshmen 7 Sophomores 8 Juniors 34 Seniors
Year 5 2017-18	33 Student Responses: 1 6th grade 1 7th grade 1 8th grade 1 Freshman 4 Sophomores 4 Juniors 17 Seniors
Met Goals:	Yes, Miner Academy created student action plans for each student based on the administration of the survey, and a large

Yes or No	part of student success has been because of the individualized learning and goals shaped by the student action plan.
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1. Miner Academy will measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy had as a goal that 80% of the students will reach the building AMOs, but because of the change in assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal with the new baseline set by the Arkansas Department of Education.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Stating whether or not Miner Academy met or did not meet the first two goals of 80% of students meeting AMOs is problematic for a couple of reasons. The main reason has been the unforeseen shift in curriculum and state assessments since Miner Academy began four years ago. When the charter application was first submitted, Arkansas was using Arkansas standards and assessing those standards with the Augmented Benchmark Exam and EOC exams for high school students. Then the state adopted the Common Core curriculum and the PARCC assessments for one year. For the last two years we have had the Arkansas Standards again and the ACT Aspire assessment and the ACT for juniors. The change in standards and assessment has caused annual measurable objectives to be reset and the baselines adjusted. The other reason it is difficult to determine whether or not Miner Academy met the AMOs is the reporting we have available. Most of the students at MA are juniors and seniors (currently 37 out of the 51 Miner Academy students are juniors or seniors); therefore, because the the ACT Aspire, PARCC, and Benchmark exams are given through grades 10, the scores being reported are based on a very small number of students. Sometimes less than ten. Out of those ten, most are usually our Alternative Education students who do not typically score well on standardized assessments. Our Alternative Education students are enrolled in Miner Academy for several reasons: 1.) They might not necessarily be as productive as possible in the traditional high school setting, yet they find Miner Academy's individualized education program to be more conducive; 2.) They may have had social, academic, emotional, or behavioral issues that needed to be readdressed. 3.) Students may need to complete credit recovery for a course they previously did not pass. Many students complete the course assigned to them and are able to complete it more effectively. They are also able to continue working on existing courses and many of them graduate early. Our scores do not necessarily take into account those students who complete courses early and are on track for accelerated graduation. 4.) Many of the students at Miner Academy are labeled "at risk" students who are in danger of dropping out, not completing courses, who have disciplinary problems, or who do not excel in the traditional high school setting. Miner Academy provides an outlet for these students to grow and thrive educationally. Many of these students need the Miner Academy environment to successfully succeed at high school. Once their individual needs have been addressed via the student action plan, students are able to flourish in the Miner Academy environment and work at a pace that suits them (with guidance of course), and this flexible and individualized learning environment is extremely beneficial for the majority of our students.

2. Miner Academy will measure students' progress toward meeting their individual growth goals in Mathematics. In addition, Miner Academy had as a goal that 80% of the students will reach the building AMOs, but because of the change in assessment instrument, AMOs have been in a baseline-resetting period. We will continue with the 80% building goal with the new baseline set by the Arkansas Department of Education.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

The discrepancy with our Math scores is going to be due to the same situations as listed above with our Literacy scores. We should begin to show more accurate and consistent scores in both Math and Literacy since our state mandated testing process has been consecutive for several years now. Also, many of our younger students who tested when they were in middle school are choosing to be full-time Miner Academy students, which will make it easier to track their growth process. In addition, there has been an increase in underclassmen taking core classes at Miner Academy. We will be able to track their progress from previous years data to the current data so that we may modify and adjust to meet individual student needs. One of the reasons that there is an influx of middle schoolers and underclassmen at Miner Academy is the individualized education plan set in place for each student. Our school allows students to get the education that they need to succeed in their future endeavors.

We are also making adjustments to the goals of Miner Academy. Since several of the assessment instruments in our original goals are no longer in use, we will be restating our goals to meet the current needs of Miner Academy students. Miner Academy is also implementing additional tools to assist with tracking student progress throughout the year, such as APEX progress checks, Direct Instruction techniques, spot-check surveys, individual conferences with students to assess student motivation and goals, and monthly team meetings to identify and address any at risk students.

3. Miner Academy will use a survey to assess incoming students' affective characteristics in order to measure growth over the length of their participation. Areas to be assessed will include: attitude towards school; attitude toward learning; attitude toward the use of technology; interest in participating in post-secondary education; and attitude toward graduation.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Due to changes in administration and clerical staff at Miner Academy we are not at this time able to access student surveys for the first three years of Miner Academy. We have however modified our method of distribution and retrieval from paper documents to online forms which allows for quicker, more accurate student reflections as well as permanent access to the documents. We also have adjusted our questions to focus on student goals both short and long term, how they plan to reach those goals, and where they can find assistance in their pursuit of their goals.

Part C: New Performance Goals

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

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Goal 1	Miner Academy will use the ACT Aspire assessment to measure student progress towards meeting individual growth goals in Literacy, Math, and Science.
Assessment Instrument For Measuring Performance	ACT Aspire and the ACT for juniors
Performance Level that Demonstrates Achievement	Currently, it is Ready on ACT Aspire and a score of 19 or higher on the ACT subtests.
When Attainment of Goal will be Assessed	Annually during Spring Summative assessments.
Year 1 following review	80% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 80% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 80% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Year 2 following review	82% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 82% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 82% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Year 3 following review	84% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 84% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 84% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Year 4 following review	85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.
Year 5 following review	85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Literacy. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Math. 85% of Miner Academy students grades 6-10 will achieve Ready or Exceeding in Science.

Goal 2	Miner Academy will monitor and increase graduation rates of outgoing seniors.
Assessment Instrument For Measuring Performance	Graduation Rates, as reported in ESEA reporting.
Performance Level that Demonstrates Achievement	Graduation of Seniors
When Attainment of Goal will be Assessed	Spring: Annually
Year 1 following review	96% of Miner Academy seniors will graduate.
Year 2 following review	96.5% of Miner Academy seniors will graduate.
Year 3 following review	97% of Miner Academy seniors will graduate.
Year 4 following review	97.5% of Miner Academy seniors will graduate.
Year 5 following review	98% of Miner Academy seniors will graduate.

Goal 3	Miner Academy students will complete a Needs Assessment survey at the beginning of each year which will monitor students' perceptions about education, their level of ownership of their learning, and belief in their potential for future success. The survey will be administered at the end of the school year to determine if students experienced growth in positive attitude about education, ownership of their own learning, and belief in their potential for future success.
Assessment Instrument For Measuring Performance	Student Needs Assessment
Performance Level that Demonstrates Achievement	Percentage of Students Who Show an Increase from the Needs Assessment to EOY Assessment in the categories of attitudes about education, ownership of student learning, and potential for future success.
When Attainment of Goal will be Assessed	End of Year Annually
Year 1 following review	75% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.

Year 2 following review	77% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.
Year 3 following review	79% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.
Year 4 following review	81% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.
Year 5 following review	83% of students will show measurable growth in their perceptions of education, ownership of learning, and potential for future success.

Section 3 – Waivers

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

BAUXITE MINER ACADEMY

APPROVED WAIVERS

District LEA:	63-01-000	Elementary School LEA:	n/a
City:	Bauxite	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	63-01-703
Grades Approved:	6-12	Expiration Date:	06/30/2018
CAP:	200	Grades Served 2017-2018:	6-12

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

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions— Waivers
6-17-401	Teacher licensure requirement
6-17-802	Yearly contracts-Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-25-101	Legislative intent (pertaining to library media programs)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers from ADE Rules Governing Standards for Accreditation

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.02	Media Services

Waivers Requested from the Following Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font.

No new waivers are requested at this time.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, 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.

Miner Academy wishes to maintain all currently approved waivers.

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).

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.

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.

Miner Academy is not requesting any new charter amendments.

Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font

Bauxite Miner Academy
Desegregation Analysis

Pursuant to Ark. Code Ann. §6-23-106, the Bauxite School District has carefully reviewed the impact that the renewal of its conversion charter for Miner Academy would have upon the efforts of the Bauxite School District and any other

school district to create and maintain a unitary system of desegregated public schools. The renewal of the conversion charter for Miner Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Bauxite School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the continued operation of Miner Academy as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

2017 ESEA SCHOOL REPORT

MINER ACADEMY

District: BAUXITE SCHOOL DISTRICT
Superintendent: MATTHEW DONAGHY
Grades: 6 - 12
Enrollment: 39

Principal: JOSHUA HARRISON
Attendance: 94.55
Poverty Rate: 46.15

LEA: 6301703
Address: 800 SCHOOL ST.
 BAUXITE, AR 72011
Phone: (501) 557-5453

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	16	16	100.00	16	16	100.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	15	15	100.00	15	15	100.00
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	3	n < 10	11	n < 10	27.27	n < 10	n < 10
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	1	n < 10	11	n < 10	9.09	n < 10	n < 10
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2016 SCHOOL FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students	36	40	90.00	n < 10
Targeted Achievement Gap Group	13	14	92.86	n < 10
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10
White	33	36	91.67	n < 10
Economically Disadvantaged	13	14	92.86	n < 10
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

2017 ESEA SCHOOL REPORT

MINER ACADEMY

District: BAUXITE SCHOOL DISTRICT
Superintendent: MATTHEW DONAGHY
Grades: 6 - 12
Enrollment: 39

Principal: JOSHUA HARRISON
Attendance: 94.55
Poverty Rate: 46.15

LEA: 6301703
Address: 800 SCHOOL ST.
BAUXITE, AR 72011
Phone: (501) 557-5453

STATE PERCENTAGE ACHIEVING

	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
ESEA Indicators			
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.93	37.95	83.79
ESEA Subgroups			
Black or African American	31.84	26.04	81.53
Hispanic/Latino	46.45	41.94	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.59	38.41	83.79
English Learners	40.64	37.98	85.71
Students with Disabilities	14.34	16.95	84.29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

State Percentage Achieving

The state percentage achieving is the state percentage of students achieving Ready or Exceeds levels on their summative assessments. These percentages include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations.

All grades are included in the state percentages for each subject.

Report created on: 11/09/2017



BAUXITE MINER ACADEMY

Matt Donaghy - Superintendent

Joshua Harrison- Principal

Leann Pinkerton - Director of Academics



MINER ACADEMY

MISSION

The mission of Miner Academy has been and always will be to serve *every* child, every day. Our goal is to give our students the best individualized education possible. We seek to not only prepare those students who are college bound with an academically proficient education that will place them in a competitive position with other collegial students, but also to prepare those students who are career bound with the skills and tools necessary for them to succeed in their future endeavors. Miner Academy meets *every* student where they are and provides them with a path to succeed, regardless of their plans for the future.



The goals for measuring the success of Miner Academy when the charter started included 80% of all students meeting proficiency in literacy and math. While Miner Academy still strives for 100% proficiency in literacy and math, the school has begun to view success in a variety of ways, including providing all students a flexible and individualized learning environment and retaining students that might otherwise drop out . . .

OUR CHALLENGE:

Learning & Innovation
go **HAND** in **HAND**.

The *arrogance* of success
is to **THINK**
that *what* **you** *did*
yesterday
will be sufficient for **tomorrow**.

William Pollard

KEYS TO TODAY'S EDUCATIONAL ENVIRONMENT

SAFE ENVIRONMENT
PERSONAL INVESTMENT
REAL WORLD APPLICATION
FUN
RELEVANCE TO THEIR LIVES
SOCIAL
INTERESTING QUESTIONS
POSITIVE ENVIRONMENT
REAL AUDIENCE
PASSION
TEACHERS/MENTORS
AUTONOMY AND AGENCY
CHALLENGING
NOT TIME CONSTRAINED



**CREATIVITY & LEARNING ARE MESSY...
EMBRACE THE DISCOMFORT!**

SALINE COUNTY SUMMER SCHOOL PROGRAM



INITIATIVES

Makerspace

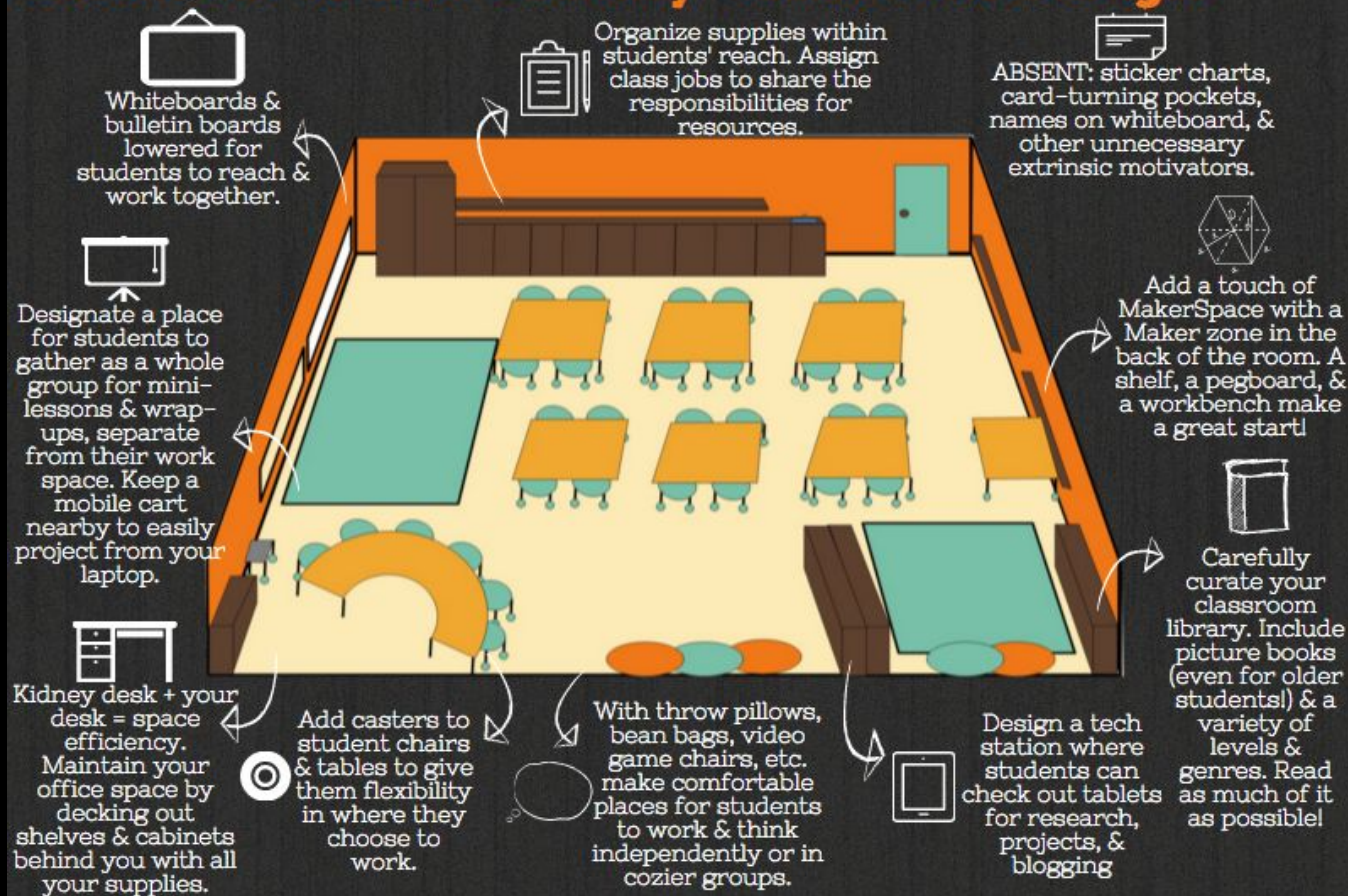


INNOVATE *create* **RELEVANCE**
COLLABORATE
Differentiate Try **DO**




Fail **EXPERIMENT**
discuss Succeed
MOTIVATE
INSPIRE *Cultivate* **CoLaboratory**

Elements of 21st Century Classroom Design



MA LIFE...



A person is sitting on a grassy hill, looking out over a landscape at sunset. The sky is a mix of orange and pink, and the sun is low on the horizon. The person's silhouette is visible against the bright sky. The text is overlaid on the left side of the image.

**TO REACH STUDENTS,
FEW ARE REACHING,
WE HAVE TO TEACH IN
WAYS FEW ARE TEACHING.**

It's impossible to teach in the right way with the wrong attitude!

**CREATE OPPORTUNITIES
FOR STUDENTS
TO NOT ONLY LEARN
THROUGH DISCOVERY,
BUT DISCOVER MORE
ABOUT THEMSELVES
THROUGH LEARNING.**

PARTNERSHIPS

EVERETT



BUICK

GMC

WE ARE PROFESSIONAL GRADE



Saline Memorial
HOSPITAL

FirstSecurity
Bank Better.

Member FDIC

ZAXBY'S



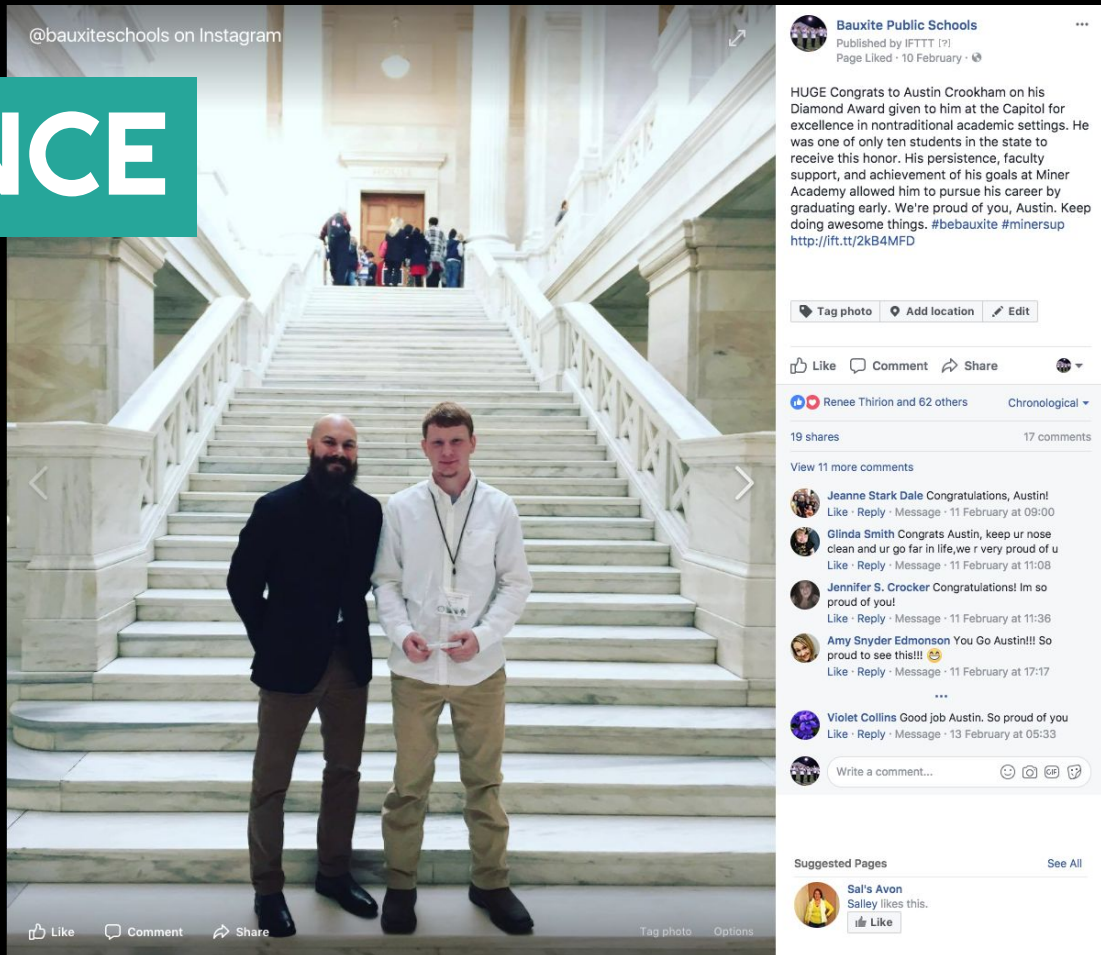
It's ALL about them...



	Course Name	Enrollment	Start	End	Progress	Score	Actions
+	Agribusiness (2016)	Active	08/23/2016	12/23/2016	<div><div></div></div> 100%	70.38	Select ▾
+	Animal Science 491180 (2016)	Active	08/16/2016	12/23/2016	<div><div></div></div> 100%	74.37	Select ▾
+	Biology 420000 - Sem 1 (2016)	Active	08/16/2016	12/23/2016	<div><div></div></div> 100%	80.07	Select ▾
+	Biology 420000 - Sem 2 (2016)	Active	10/06/2016	05/19/2017	<div><div></div></div> 100%	79.98	Select ▾
+	Crime Scene Investigation 494600 - ... (2016)	Active	02/09/2017	05/19/2017	<div><div></div></div> 63%	72.05	Select ▾
+	Environmental Science 424020 - Sem ... (2016)	Active	01/30/2017	05/19/2017	<div><div></div></div> 98%	76.2	Select ▾
+	Financial Literacy 491990 (2016)	Active	12/15/2016	05/12/2017	<div><div></div></div> 100%	80.26	Select ▾
+	Geometry 431000 - Sem 02 (2016)	Active	01/10/2017	05/19/2017	<div><div></div></div> 52%	84.1	Select ▾
+	Introduction to Travel and Tourism ... (2016)	Active	12/01/2016	05/15/2017	<div><div></div></div> 86%	67.64	Select ▾
+	Oral Communications 414000 (2015)	Active	11/17/2016	04/20/2017	<div><div></div></div> 100%	71.02	Select ▾
+	World History Since 1450 471000 - ... (2016)	Active	11/07/2016	12/19/2016	<div><div></div></div> 100%	78.5	Select ▾
+	World History Since 1450 471000 - ... (2016)	Active	01/10/2017	05/19/2017	<div><div></div></div> 100%	77.58	Select ▾

**WHATEVER
IT
TAKES!**

PERSEVERANCE



SQUAD



GOALS

**ROGERS NEW TECHNOLOGY HIGH SCHOOL
RENEWAL SUMMARY
DECEMBER 2017**

Sponsoring Entity	Rogers School District
Address	2922 South 1 st Street Rogers, AR 72758
Grades Served	9-12
Enrollment	385
Maximum Enrollment	900
Number of Years Requested	5

Mission Statement

In order to increase high school graduation, and college and career readiness, Rogers New Technology High School will empower students for success in the 21st Century through teaching that engages, technology that enables, and a culture that empowers, as measured by graduation rates and college eligibility indicators.

2015-2016 Accreditation Status

Accredited

No Remaining Concerns

ROGERS NEW TECHNOLOGY HIGH SCHOOL

CURRENT DATA

Maximum Enrollment	900
Approved Grade Levels	9-12
Grades Served 2017-2018	9-12

2017-2018 Enrollment by Race

Two or More Races	17
Asian	16
Black	10
Hispanic	307
Native American/Native Alaskan	5
Native Hawaiian/Pacific Islander	3
White	335
Total	693

2017-2018 Enrollment by Grade

9th Grade	207
10th Grade	203
11th Grade	184
12th Grade	99

2016-2017 Student Status Counts

Migrant	0
LEP	133
Gifted & Talented	107
Special Education	40
Title I	0
Source: School Cycle 4 Report	

2016-2017 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	619.06	603.99	602.26	603.63
ADM	644.09	634.75	629.75	626.91
%	96.11%	95.15%	95.63%	96.29%

BACKGROUND

Authorized January 14, 2013
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

Increase enrollment cap from 600 to 900

October 15, 2015

Arkansas Department of Education District Conversion Public Charter School Renewal Application Rubric

Name of School: Rogers New Tech

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 5; and
- Date of the governing board's approval of the renewal application.

Fully Responsive

SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS

Part A: School Mission

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

Fully Responsive

Comments and Additional Questions:

- Describe the charter's progress in maintaining its mission. Consider including any initiatives, daily student activities, community/business partnership, and any accolades received by the students and school in your description.

Applicant Response: The mission we have worked to maintain has been focused on the journey along with the destination. There are many ways RogersNTHS empowers our learners to 'seek challenges and take risks' as well as 'valuing (the) growth' process. This philosophy manifests itself in many areas within our building. RogersNTHS has worked with Rogers Public Schools to create a flexible responsive internship program built to offer student-learners personalized and customized educational experience related to a perspective career field. While most of these opportunities originate as unpaid internship experiences, several have resulted in paid internships, part time, or full time work. These types of experiences also allow student-learners to transfer the knowledge and skills they are developing within our model to opportunities in the larger community.

We have recently started a new relationship with the Northwest Arkansas Food Bank. Approximately 56% of our students at RogersNTHS (61% district wide) participate in the federal free/reduced lunch program. For the last year, we have worked with the Samaritan House to ensure our student-learners have access to the local SnackPack program. By partnering with the food bank we are working to make certain all student-learners have access to the educational experience by working to reduce hunger in both our building and our community.

RogersNTHS continues to build upon a foundation of rigorous and challenging experiences. Each year our learners participate in a regional, state, and national competition – National History Day. This annual event asks student-learners to extend their experience in the history classroom by issuing a challenge to address taking a stand in history. Three RogersNTHS student-learners competed in the group documentary category and took first place in the national competition. These three student-learners were honored by our local member of the Arkansas legislature as this is the first national competition win in nearly 20 years. Our learners have also been recognized for their achievement by the Office of Educational Policy at the University of Arkansas listing Rogers New Technology HS as the #3 best high school overall (for combined ACT Aspire results), #4 in math, #5 in ELA, and #7 in science. RogersNTHS was also highlighted in the May 2014 edition of the OEP Policy Brief (Vol 11, Issue 4).

While highlights of fulfilling the RogersNTHS mission includes the many aspects above (community engagement, personalized and customized educational experiences, ensuring all learners have access to our educational program, and some of the accomplishments of our student-learners) it is necessary to share one more initiative that is vital to who we are and what we do. During year two, RogersNTHS joined with Northwest Arkansas Community College (NWACC) and the Walton Foundation to begin offering juniors and seniors the opportunity to take college level classes – on campus – free of charge. During year four the relationship deepened. Our learners can now participate as degree seeking college students. In May 2018, approximately 10 students are on track to be awarded a high school diploma and an associate's degree, both at no cost to the student-learner.

Part B: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive

Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals;
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

Comments and Additional Questions:

- For goal one, provide the rationale for only specifying that the data will be "trending upward" in year 2 and year 5.

Applicant Response: Trend data by definition is a multi-year assessment of growth. We have tried to encapsulate both year to year data (by specifying at least average growth annually) and the year over year data. By analyzing student level data (growth) data from year to year, we will be able to capture how individual students are learning year to year. By addressing overall and student group data year over year, we will be able to analyze grade level (9th grade in year one vs 9th grade in year two) data in order to make determinations about grade level effectiveness of teacher teams. We will address both types of data annually. With the year over year data, we would expect data to trend positively in year two and beyond. We will address this trend data annually in each year of the charter. The end result will be the collection and analysis of (1) student growth data that follows the learner and (2) grade level data year over year that moves in the positive direction over the course of the entire charter timeline.

SECTION 3: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or a statement saying that no new waivers are requested.

District Conversion Public Charter Renewal Application Rubric

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or a statement saying that the charter wishes to maintain all currently approved waivers.

Please see legal comments.

SECTION 4: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments or a statement that no amendments are being requested;
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Please see legal comments.

SECTION 5: DESEGREGATION ANALYSIS

Applicants are requested to describe the current and potential impact of the charter 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

Evaluation Criteria:

A response that is fully responsive will include:

- 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.

Please see legal comments.

Rogers New Technology High School Renewal

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Yellow=No new requests

Information provided by Applicant is in italics.

Rogers New Technology High School 2018 District Conversion Renewal Application

New Waivers

1. Educator 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. § 6-17-908

Ark. Code Ann. § 6-17-919

Sections 15.03, 15.03.1, 15.03.2, and 15.03.3 of the Standards for Accreditation

A waiver for teacher license is requested. All of our teachers will be highly qualified in Arkansas if applicable; however, within those licensure requirements generally, we want to have the autonomy to hire the best the possible teachers, even if some of those applicants may not be certified in the content area taught. While Rogers Public Schools – and thus RogersNTHS – is committed to recruiting and hiring quality staff members who are certified in specific content areas it may be the best candidate does not possess all necessary certifications. The specific instance involves English and oral communications. RogersNTHS has approval to embed oral communications in English 10, however it may be the case the English teacher is not certified in oral communication. In this event the district would ensure the best English teacher in the classroom. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Arkansas Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. Every effort will be made for all unlicensed personnel to enter into alternative licensure programs and will complete licensure within a reasonable amount of time.

Legal Comments: Only a waiver of Section 15.03 of the Standards for Accreditation is necessary as it covers the subsections already. Additionally, in order to effectuate these waivers, a waiver of the ADE Rules Governing Educator Licensure is also needed.

Applicant Response: In order to accomplish our mission, RogersNTHS wants to hire the most qualified and effective staff members possible. In order to meet this component, we are asking for a waiver of Section 15.03 of the Standards for Accreditation. Additionally, in order to put into effect the requested waivers, RogersNTHS is also requesting a waiver of the ADE Rules governing educator licensure.

Desegregation Analysis: Fully Responsive



MEMO

DATE: October 27, 2017

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis – District Conversion Public Charter School Renewals

I. INTRODUCTION

Four public school districts have submitted renewal applications for their district conversion charter schools:

- Bauxite School District – Approved on March 11, 2013, to operate the Miner Academy. The district conversion school is currently approved to serve 200 students in grades 6-12 and is requesting a five (5) year renewal.
- Blytheville School District – Approved on January 14, 2013, to operate the Blytheville New Tech High School. The district conversion school is currently approved to serve 1000 students in grades 9-12 and is requesting a three (3) year renewal.
- Rogers School District – Approved on January 14, 2013, to operate the Rogers New Technology High School. The district conversion school is currently approved to serve 900 students in grades 9-12 and is requesting a five (5) year renewal.
- Texarkana School District – Approved on January 14, 2013, to operate the Washington Academy. The district conversion school is currently approved to serve 160 students in grades 7-12. The school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the Authorizer to carefully analyze the impact of any charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the Authorizer to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer “shall not approve any ... 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.”

III. INFORMATION SUBMITTED BY THE APPLICANT

Each applicant submitted a desegregation analysis in its renewal application, and the Department is unaware of any desegregation-related opposition to these renewals from any other school district. The applicants' responses are as follows:

Bauxite School District, Miner Academy: Pursuant to Ark. Code Ann. §6-23-106, the Bauxite School District has carefully reviewed the impact that the renewal of its conversion charter for Miner Academy would have upon the efforts of the Bauxite School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of the conversion charter for Miner Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Bauxite School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the continued operation of Miner Academy as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

Blytheville School District, Blytheville New Tech High School: Blytheville New Tech will continue to operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. The conversion charter will continue to have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.

Rogers School District, Rogers New Technology High School: RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.

Texarkana School District, Washington Academy: Washington Academy Charter is a District conversion charter school and will not have an adverse effect or impact on the Texarkana Arkansas Public School District because we are a part of said District. We will comply with all court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools and will have no impact on those desegregation efforts already in place in the Texarkana Arkansas School district.

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 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)). ADE is unaware of any active desegregation orders affecting the above listed school districts.

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 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).

It is difficult to conclude, from data currently available, that renewal of the district conversion charter schools is motivated by an impermissible intent to segregate schools. The ADE is unaware of any active desegregation orders which could be impacted by the renewal of the district conversion charter school. However, the authorizer should carefully examine each district conversion charter school renewal applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the school’s existence.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

District Conversion Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 28, 2017



Charter School: Rogers New Technology High School

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

Contact Information

Sponsoring Entity:	Rogers Public School
Name of Charter School:	Rogers New Technology HS
School LEA #	405703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Lance Arbuckle 2922 S. 1st Street Rogers, AR 72758 479.631.3621 479.631.3637 lance.arbuckle@rpsar.net
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Ms. Kristin Cobbs 500 W. Walnut Rogers, AR 72758 479.636.3910

Number of Years Requested for Renewal (1-5) _____5_____

Renewal Application Approval Date by the School/Entity Board(s) __Sept 19 2017 _____

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

As Rogers New Technology HS is a district conversion charter school, the governance structure is the same as the traditional public schools in Rogers. The Rogers Public Schools board of education is an elected board of seven members with five members representing various zones within the district boundaries and two at-large positions. It is the responsibility of the board of education to set district policies, oversee district finances, hire the superintendent, and provide direction for the district as a whole. Regular board meetings are monthly with periodic special meetings as necessary.

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator’s or board member’s family member has or had a financial interest.

All members of the Rogers Public Schools board of education as well as members of the administrative team at RogersNTHS have indicated no person or persons in their family benefit financially from any agreements entered into in relationship to the charter agreement with Rogers New Technology HS.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
School Board Member Curtis Clements 479-273-3377 (W) 479-366-4551 (C) cclements@hoodandstacy.com	None	None
School Board Member Kristen Cobbs 479-246-1031 (H) 4796-366-8844 (C) kristen.cobbs@gmail.com	None	None
School Board Member Nathan Gairhan 479-445-5477 (C) nathan.gairhan@united-bk.com	None	None
School Board Member Amy Horn 479-936-6449 (C) ajhorn26@sbcglobal.net	None	None
School Board Member Mitch Lockhart 479-531-4753 (C) mithcell.lockhart@wfadvisors.com	None	None
School Board Member Paige Sultemeier 479-531-7053 (C) cpsulte@cox.net	None	None
School Board Member Sterling Wilson 479-256-0411 (C) szcswilson@gmail.com	None	None

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Superintendent Dr. Marlin Berry 479-636-3910 marlin.berry@rpsar.net	None	None
Assistant Superintendent Charles Lee 479-636-3910 charles.lee@rpsar.net	None	None
Assistant Superintendent Dr. Virginia Abernathy 479-636-3910 virginia.abernathy@rpsar.net	None	None
Assistant Superintendent Dr. Roger Hill 479-636-3910 roger.hill@rpsar.net	None	None
Principal Dr. Lance Arbuckle 479-631-3621 lance.arbuckle@rpsar.net	None	None
Assistant Principal Danya Scheiderer 479-631-3621 danya.scheiderer@rpsar.net	None	None
Assistant Principal Karen Highfill 479-631-3621 karen.highfill@rpsar.net	None	None

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter's school mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

In order to increase high school graduation, and college and career readiness, Rogers New Technology High School will empower students for success in the 21st Century through teaching that engages, technology that enables, and a culture that empowers, as measured by graduation rates and college eligibility indicators.

The mission of Rogers New Technology HS is rooted in the three components listed above – teaching that engages, technology that enables, and a culture that empowers – however the mission has grown during our first five years in operation. In an effort to facilitate ownership of the mission and vision among stakeholders and more fully develop what we were working to accomplish, we set out to reaffirm our mission statement. In the summer between our second and third year the staff utilized several days to review our current mission, visualize the desired future state of our school and articulate how we might communicate that to our community.

After working through several drafts and discussions about how to best illustrate what we were about, we created our newly revised vision statement. It reads: *To positively impact our community, RogersNTHS empowers both learners and facilitators to seek challenges and take risks, valuing growth as much as success, in order to develop transferrable knowledge, skills, and habits to the world of work, by creating a culture of learning that allows both learners and facilitators to excel in a rigorous and collaborative environment.*

If we evaluate our mission statements using student achievement and graduation rate over the last five year period, we feel RogersNTHS is successfully completing both versions of the mission. Our graduation rate is 97.47% for all students and 95.12% for TAGG students (compared to the state average of 87.02% and 83.79%, respectively). The state has had many changes in assessment measures in the last five years, however the trend for RogersNTHS is in an upward trajectory. We are currently assessing to determine the cause of the downward dip for spring 2017 and are working on the remedy for this issue so there is not a downward dip for successive years.

Part B: Current Performance Goals

Each of the charter's performance goals, as approved by the authorizer, is listed. Describe the charter's progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

Describe the charter's progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 2013/2014	Year 2 2014/2015	Year 3 2015/2016	Year 4 2016/2017	Year 5 2017/2018	Met Goal Yes or No
1. RNTH achievement goals in reading, reading comprehension, mathematics, and mathematics reasoning will reflect gains necessary to meeting Annual Measurable Objectives (AMO) for individual	State mandated assessment Math Growth ELA Growth	Gains toward meeting AMO for growth and proficiency	Annually	78.81 (Benchmark) N/A (No Jrs)	45.14 (PARCC) 70.79	46.60 (Aspire) 76.23	39.61 (Preliminary) 75.60	<i>ACTAspire will be taken in spring 2018</i>	We do feel we have met the overall goal we set before ourselves. While we continue to have specific areas to address, we continue to make progress.

student growth and proficiency as defined by Arkansas Department of Education.	Value Added Growth Letter Grade				87 C (217)	86 B (260)			
2. RNTH attendance goals will meet or exceed state attendance rates as defined in ASCIP plans.	Attendance rate	Meet or exceed state attendance rate	Annually	No Data	98.61 State = 94.4	95.20 State = 94.4	95.37 State = 94.5	95.79	Yes, RogersNTHS has exceeded attendance rates each year.
3. RNTH graduation rates will meet or exceed AMO for all students and targeted achievement gap groups.	Graduation rate	Meet or exceed AMO	Annually	No Data	No Data	No Data	97.5 (All) State = 87 95.1 (TAGG) State = 85.8		Yes
4. RNTH will measure progress in improving student achievement using the new Tech Network School Success Rubric, evaluating the school's	New Tech Network School Success Rubric	Meeting indicators in categories of curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development,	Annually	School Success rubric categories changed in fall 2013. New sections include: learning outcomes, cultural	Received feedback after multiple onsite and virtual visits by New Tech Network coach for improvement.	Received feedback after multiple onsite and virtual visits by New Tech Network coach for improvement.	Rated an 'Exemplary School' by NTN in October 2016.	Application for National Demonstration School status for 2017/18 submitted...	Yes, attainment of National Demonstration site status signals success

performance meeting indicators in these categories; curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development, financial, academic success, learning outcomes, and post-secondary.		financial, academic success, learning outcomes, post-secondary		outcomes, college & career outcomes.					
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1. RNTH achievement goals in reading, reading comprehension, mathematics, and mathematics reasoning, based on state mandated assessments under ACTAAP, will reflect gains necessary to meeting Annual Measurable Objectives (AMO) for individual student growth and proficiency as defined by Arkansas Department of Education.

Over the last five years there have been some dramatic changes in the tools used to assess student progress. Much of the language that existed and was utilized in 2013 has been replaced by new vocabulary and new assessments. A summary of our data indicates that at the end of year one as we tested all 300 learners (in 9th and 10th grade) our math scores (as measured on the Arkansas benchmark) were the lower than our peers within the district. At this time we were learning how to do project based learning (PBL). Our staff was focused on planning and implementing projects. Our primary focus was on seeing success in the model. Between year one and year two, we began to shift our focus to the learning within PBL. Our staff began to hone their craft and become strategic and more focused on the standards the projects were based in. Our state also had a change in assessment tools and we gave the PARCC exam. While the actual score decreased, our performance relative to our peers was now a mirror image of what it was. Student-learners at RogersNTHS were now outscoring their peers. In 2015/2016, the state of Arkansas again changed assessment tools and we started our relationship with ACTAspire. The results for RogersNTHS were the same. Our student-learners continued to outpace their peers across the state and locally. In 2016/2017, RogersNTHS saw a downward turn in our math scores. We are currently working to uncover the reason(s) for this dip in our learners

performance. Factors that may have impacted our scores include: more student learners tested overall, a larger percentage of English language learners, and/or the reading level of our Hispanic and/or English language learners.

Our English Language Arts scores show a similar trend of two years of continued improvement over the two year period of 2014/2016 with a less than 1 point drop in the scores for 2016/2017. RogersNTHS did have a large percentage of student learners show high levels of individual growth in ELA readiness in addition to having 75.6% of students meeting proficient or above.

2. RNTH attendance goals will meet or exceed state attendance rates as defined in ASCIP plans.

The initial student attendance rate for RogersNTHS was 98.61 with a student learner population of 298 students. In year two, the enrollment for RogersNTHS was 385 with an attendance rate of 95.20. Each year since the enrollment at RogersNTHS has increased while the attendance rate has also increased and the most current data shows an attendance rate of 95.79. (2015/2016 Enrollment – 541; 2016/2017 Enrollment – 637)

3. RNTH graduation rates will meet or exceed AMO for all students and targeted achievement gap groups.

As of the writing of this application, graduation rate data is 97.47 and is represented by our first graduating class (Class of 2016).

4. RNTH will measure progress in improving student achievement using the new Tech Network School Success Rubric, evaluating the school's performance meeting indicators in these categories; curriculum & instruction, technology, school culture & autonomy, professional culture, partnership development, financial, academic success, learning outcomes, and post-secondary.

The New Tech School Success Rubric changed approximately six (6) months after the approval of our charter application. The revised 2013 version evaluates schools on performance indicators that include the following categories: learning outcomes including knowledge, skills, and attributes; cultural outcomes including connected, engaged, and challenged; and college & career outcomes including aware, eligible, and prepared. RogersNTHS uses this rubric to self-assess our effectiveness and ability to meet the needs of student-learners in each area within the three categories. RogersNTHS has also demonstrated success on the rubric as this is the document the New Tech Network utilizes to provide feedback on the national demonstration site application. RogersNTHS was able to show progress on the rubric at the 'successful' and 'highly successful' end of the rubric and was chosen by the New Tech Network as a National Demonstration Site.

The first of the three outcomes measured on the NTN school success rubric is learning outcomes. We began 'assessing' our school starting with year one against this rubric. In year one, we found that our projects were very interesting and "fun" for learners but we were losing sight of the academic rigor and alignment with standards and school-wide learning outcomes which was evidenced by the struggles of our students on state tests and the lack of consistency in scaffolding and assessing the other school-wide learning outcomes. We knew that our learners were capable of excellence, yet they underperformed the other two traditional high schools in our district on state tests. The facilitators were heartbroken because we knew that we were not the third best high school in town and we began the work of making adjustments. Our school-wide focus became the "L" in PBL and the emphasis was returned to learning, beginning with project development. We began to utilize the NTN project planning tool-kit for curriculum development to ensure that each project was rooted in standards. We also built in curriculum development days for humanities and science. A grassroots movement also began

for standards-based grading and was embraced by a majority of our facilitators. Learners became more aware of their level of mastery and areas of growth when it came to the standards as well, they were no longer kept secret and student ownership was facilitated through that process. In year two and year three we outperformed not only the other schools within our district, but most of the schools within the state, with the second best scores in literacy and fifth best in math. During years three and four, our staff also created school wide learning outcome rubrics for oral communication, written communication, collaboration, and agency. This allowed us to guarantee a grade level appropriate experience for our learners.

The second outcome cluster in the school success rubric concerns cultural outcomes. School and student culture was one of our focuses from the day we opened our doors. The belief that learners needed to feel connected, engaged, and challenged was so strong that we forged ahead with the reasoning that a strong culture would only improve our ability to help students be successful academically in the long run. We have continued to begin each year with a weeklong culture project that is an important piece of building the culture from day one.

Our director has told learners from the beginning that this is their school and their educational experience. Learners have organized most other events on campus, as well, including an annual lock-in and video game tournament. Learners quickly realized they had a voice! A great example is the addition of AP World History to our course catalogue. Learners at RogersNTHS wanted the opportunity to engage in AP World History. The student-learners garnered support of their fellow learners to get enough students to take the course. The following year, the enrollment was 4 sections, and last year the course has grown into 6 sections and in fall 2017, RogersNTHS has 10 sections.

Each year, RogersNTHS administers a culture survey to get the pulse of our student-learners. This allows the adults to get feedback from the student-learners about their experiences in our building and how we can work to make it better. We have also worked to create extraordinary experiences for our learners by including them in the development of who we are.

The third and final section on the school success rubric is the college and career readiness. Over the last three years my staff has worked to not only create a challenging classroom (RogersNTHS is listed as the 15th most challenging school in Arkansas by the Washington Post) but also provide student learners with experiences that are rooted in the adult work world. To that end, RogersNTHS has built a model of providing internship opportunities to kids that can be used by other schools in the region and state. By allowing for differentiation on when, where, and with whom these internship experiences happen, we have been able to respond to the needs of our community and our learners. We also have opportunities for our students to engage with the larger community service sector in Rogers. By engaging our learners with these service organizations, our learners begin to see how (in a real authentic way) they too can impact the larger world around them.

Part C: New Performance Goals

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

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. RogersNTHS achievement in reading, English, writing, math, and science will exceed Arkansas state averages as reported by the Arkansas Department of Education	<u>ACT Aspire</u> 9 th & 10 th grades <u>ACT</u> 11 th Grade	Exceeds Arkansas state average in each area	Annually	<u>Benchmark: Student growth data indicates (at least) average growth for all student learners.</u>	<u>Benchmark: Student growth data indicates (at least) average growth for all student learners</u> <u>AND</u> <u>Data is trending up</u>	<u>Benchmark: Student growth data indicates (at least) average growth for all student learners.</u>	<u>Benchmark: Student growth data indicates (at least) average growth for all student learners.</u>	<u>Benchmark: Student growth data indicates (at least) average growth for all student learners</u> <u>AND</u> <u>Data is trending up</u>
2. RogersNTHS graduation rate will exceed the state average for all students and for targeted achievement gap students.	Graduation Rate	Exceeds Arkansas state average	Annually	<u>Benchmark: Graduation rate will exceed state average annually.</u>				<u>Benchmark: Graduation rate will exceed state average annually</u> <u>AND</u> <u>Trend upwards...</u>

<u>3.</u> RogersNTHS attendance rate will meet or exceed the state attendance rate defined by ADE	Attendance Rate	Meets or Exceeds Arkansas defined attendance rate	Annually					<u>Benchmark:</u> <u>Attendance rate exceeds the rate defined by ADE</u> <u>And</u> <u>Trending upwards</u>
<u>4.</u> RogersNTHS will maintain status as an Exemplary School as defined by NTN utilizing the School Success Rubric	School Success Rubric	Exemplary Status	Annually	<u>Benchmark:</u> <u>National Demonstration Site status achieved.</u>	<u>Benchmark:</u> <u>National Demonstration Site status achieved.</u>	<u>Benchmark:</u> <u>National Demonstration Site status achieved.</u>	<u>Benchmark:</u> <u>National Demonstration Site status achieved.</u>	<u>Benchmark:</u> <u>National Demonstration Site status achieved.</u>

Section 3 – Waivers

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

ROGERS NEW TECHNOLOGY HIGH SCHOOL APPROVED WAIVERS

District LEA:	04-05-000	Elementary School LEA:	n/a
City:	Rogers	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	04-05-703
Grades Approved:	9-12	Expiration Date:	06/30/18
CAP:	900	Grades Served 2017-2018:	9-12

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

6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers from ADE Rules Governing Standards for Accreditation

9.03.4.1	Requiring oral communication as part of the language arts curriculum
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
16.02	Media Services

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

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. § 6-17-908

Ark. Code Ann. § 6-17-919

Sections 15.03, 15.03.1, 15.03.2, and 15.03.3 of the Standards for Accreditation

Rationale: A waiver for teacher license is requested. All of our teachers will be highly qualified in Arkansas if applicable; however, within those licensure requirements generally, we want to have the autonomy to hire the best the possible teachers, even if some of those applicants may not be certified in the content area taught. While Rogers Public Schools – and thus RogersNTHS – is committed to recruiting and hiring quality staff members who are certified in specific content areas it may be the best candidate does not possess all necessary certifications. The specific instance involves English and oral communications. RogersNTHS has approval to embed oral communications in English 10, however it may be the case the English teacher is not certified in oral communication. In this event the district would ensure the best English teacher in the classroom. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Arkansas Qualified status if applicable, and the successful

completion of criminal background and Child Maltreatment Registry checks. Every effort will be made for all unlicensed personnel to enter into alternative licensure programs and will complete licensure within a reasonable amount of time.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, state this.

Rogers New Technology HS wishes to maintain all currently approved waivers.

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).

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.

If no charter amendments are requested, state this.

There are no new amendments requested as a part of this renewal application.

Section 5 –Desegregation Analysis

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

RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.

2017 ESEA SCHOOL REPORT

ROGERS NEW TECHNOLOGY HIGH SCHOOL

District: ROGERS SCHOOL DISTRICT

LEA: 0405703

Superintendent: MARLIN BERRY

Principal: JONATHAN ARBUCKLE Address: 2922 S. FIRST ST.

Grades: 9 - 12

Attendance: 95.79

ROGERS, AR 72756

Enrollment: 637

Poverty Rate: 49.76

Phone: (479) 631-3621

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	418	418	100.00	418	418	100.00
Targeted Achievement Gap Group	261	261	100.00	261	261	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	193	193	100.00	193	193	100.00
White	196	196	100.00	196	196	100.00
Economically Disadvantaged	240	240	100.00	240	240	100.00
English Learners	156	156	100.00	156	156	100.00
Students with Disabilities	20	20	100.00	20	20	100.00

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	247	313	324	414	76.23	75.60	75.88
Targeted Achievement Gap Group	142	198	204	270	69.61	73.33	71.73
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	103	143	131	192	78.63	74.48	76.16
White	131	147	174	194	75.29	75.77	75.54
Economically Disadvantaged	123	175	182	238	67.58	73.53	70.95
English Learners	59	106	87	156	67.82	67.95	67.90
Students with Disabilities	9	10	24	19	37.50	52.63	44.19

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	151	164	324	414	46.60	39.61	42.68
Targeted Achievement Gap Group	76	94	204	270	37.25	34.81	35.86
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	52	59	131	192	39.69	30.73	34.37
White	89	92	174	194	51.15	47.42	49.18
Economically Disadvantaged	66	86	182	238	36.26	36.13	36.19
English Learners	29	38	87	156	33.33	24.36	27.57
Students with Disabilities	6	5	24	19	25.00	26.32	25.58

2016 SCHOOL FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students	77	79	97.47	97.47
Targeted Achievement Gap Group	39	41	95.12	95.12
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	n < 10	n < 10	n < 10	n < 10
Hispanic/Latino	28	28	100.00	100
White	45	47	95.74	95.74
Economically Disadvantaged	34	36	94.44	94.44
English Learners	15	15	100.00	100
Students with Disabilities	n < 10	n < 10	n < 10	100

2017 ESEA SCHOOL REPORT

ROGERS NEW TECHNOLOGY HIGH SCHOOL

District: ROGERS SCHOOL DISTRICT

LEA: 0405703

Superintendent: MARLIN BERRY

Principal: JONATHAN ARBUCKLE **Address:** 2922 S. FIRST ST.

Grades: 9 - 12

Attendance: 95.79

ROGERS, AR 72756

Enrollment: 637

Poverty Rate: 49.76

Phone: (479) 631-3621

STATE PERCENTAGE ACHIEVING

	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
ESEA Indicators			
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.93	37.95	83.79
ESEA Subgroups			
Black or African American	31.84	26.04	81.53
Hispanic/Latino	46.45	41.94	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.59	38.41	83.79
English Learners	40.64	37.98	85.71
Students with Disabilities	14.34	16.95	84.29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

State Percentage Achieving

The state percentage achieving is the state percentage of students achieving Ready or Exceeds levels on their summative assessments. These percentages include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations.

All grades are included in the state percentages for each subject.

Report created on: 11/09/2017

Rogers New Technology High School

WE DO EDUCATION DIFFERENTLY!!

Building Mission Statement

- ▶ To positively impact our community, RogersNTHS empowers both learners and facilitators to seek challenges and take risks, valuing growth as much as success, in order to develop transferrable knowledge, skills, and habits to the world of work, by creating a culture of learning that allows both learners and facilitators to excel in a rigorous and collaborative environment.



Who is RogersNTHS?

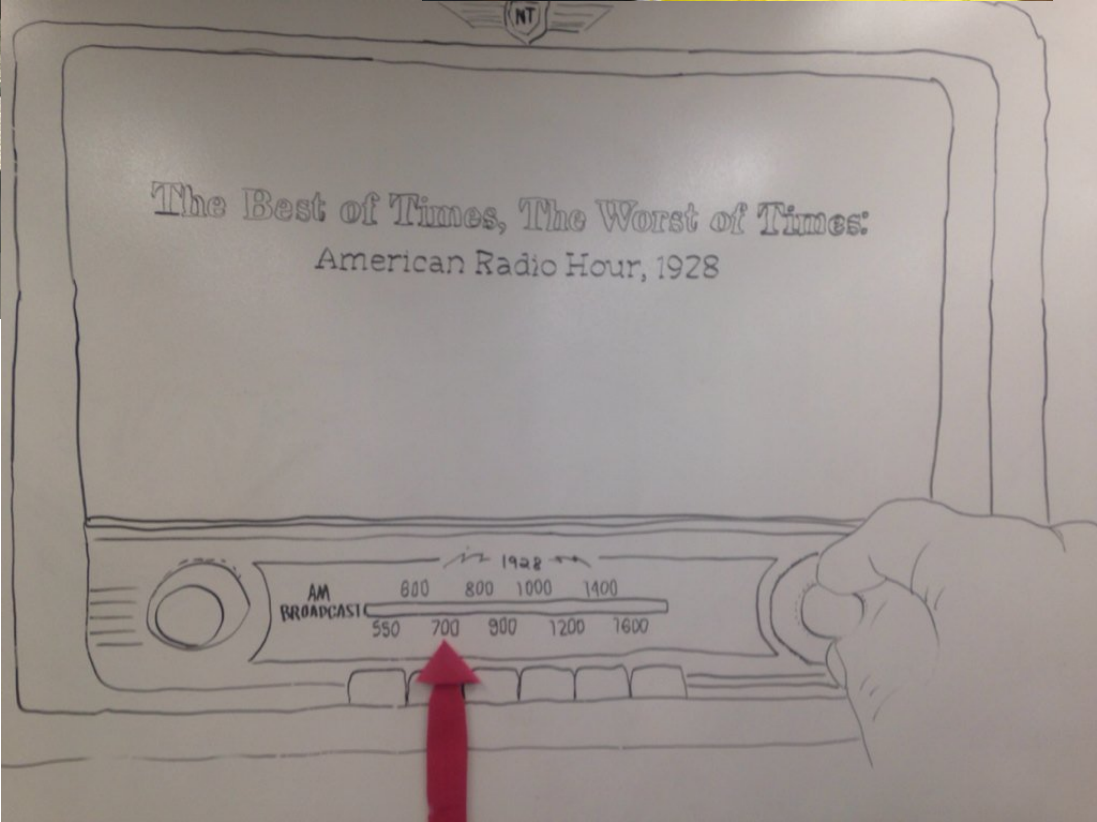
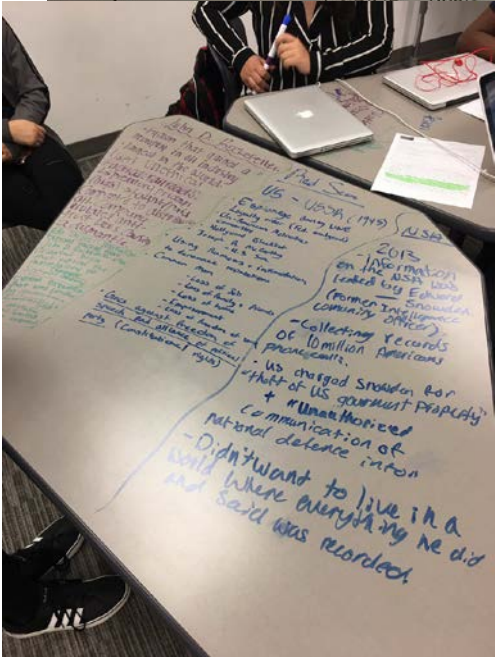
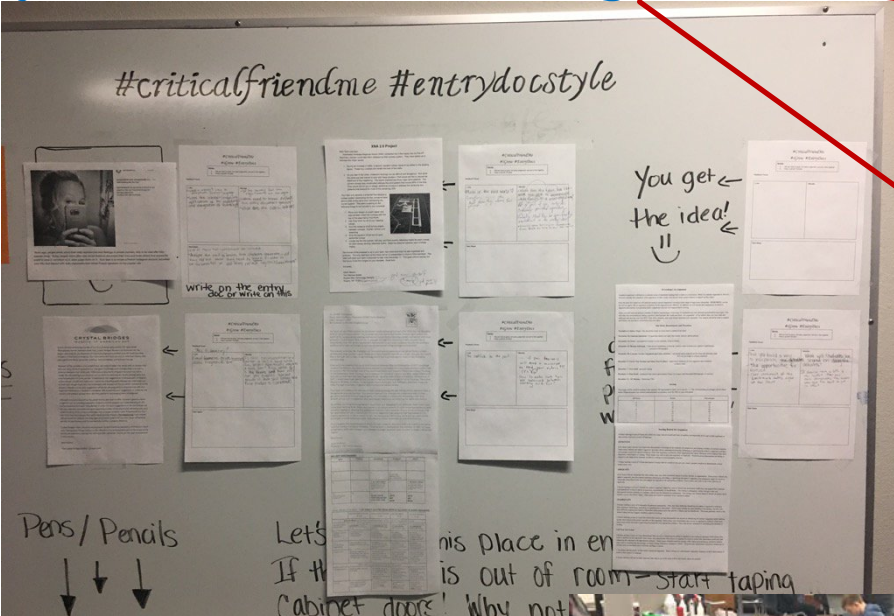
- ▶ Total Enrollment (Dec 1) = 690
- ▶ Enrollment by Gender at 50%
- ▶ Families Speaking Languages other than English at 35%
 - ▶ 89% - Spanish (1st Language)
- ▶ Special Education/504 students are 11.5% of enrollment
- ▶ Participation in Federal Lunch Program is slightly over 56%

Male	345		IEP/504	79
Female	345			
			Home Language	239
			Spanish	213
Hispanic	305			
White	345		Economically Disadvantaged	388

WHO is RogersNTHS?

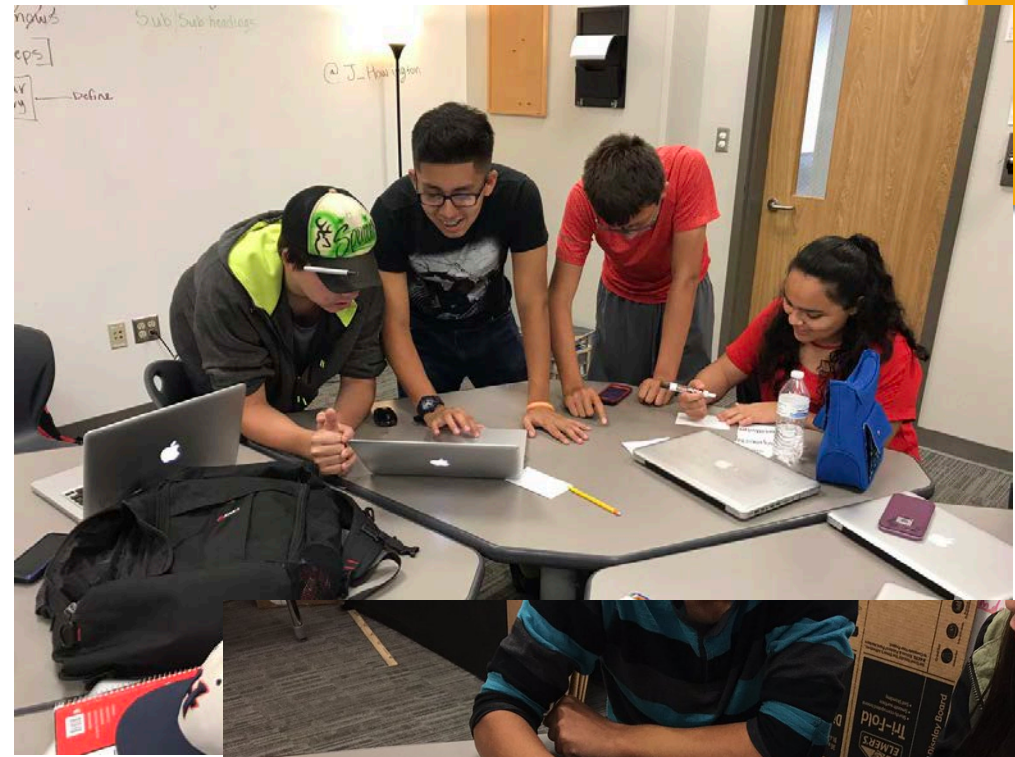
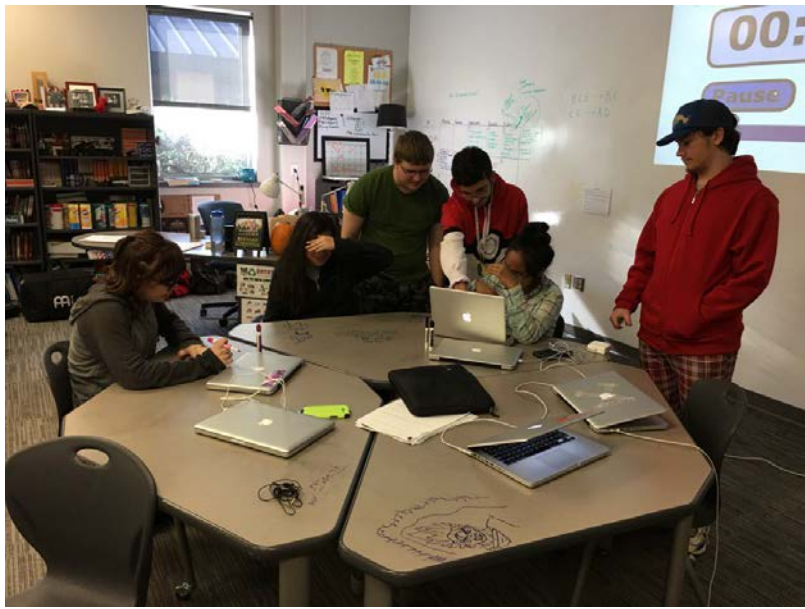
- ▶ RogersNTHS is a school for learners, built by learners and inhabited by learners...
- ▶ Numbers can provide a frame of who we are, it is our learners who can best tell the world who is RogersNTHS...
- ▶ We are high school and college students...

Project Based Learning

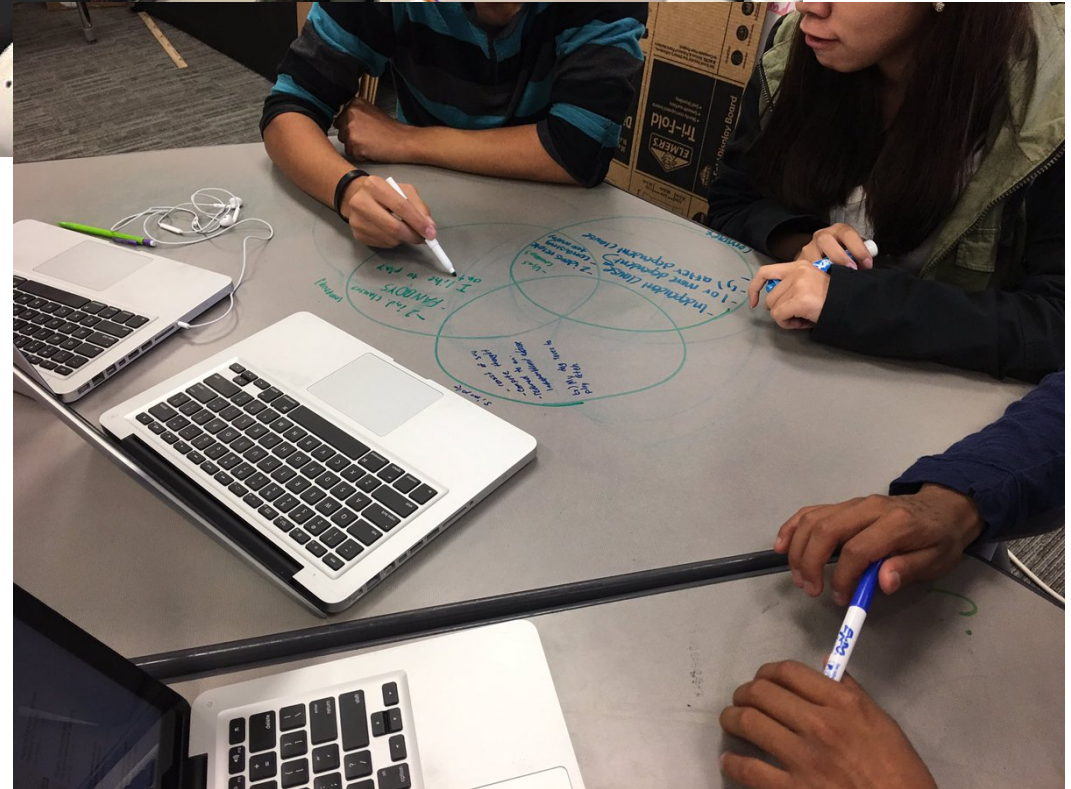
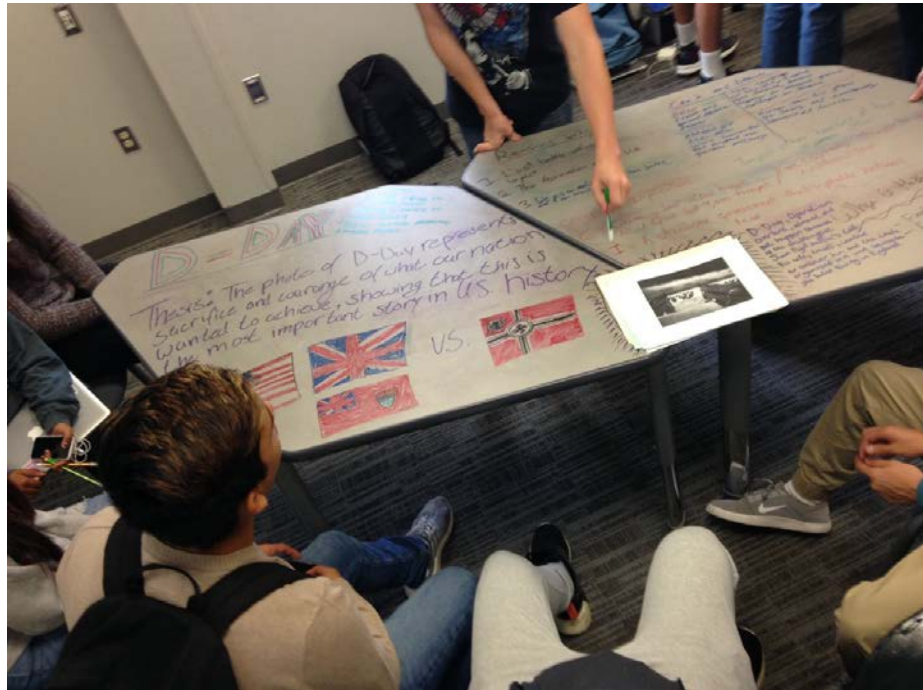


The 'How' at RogersNTHS

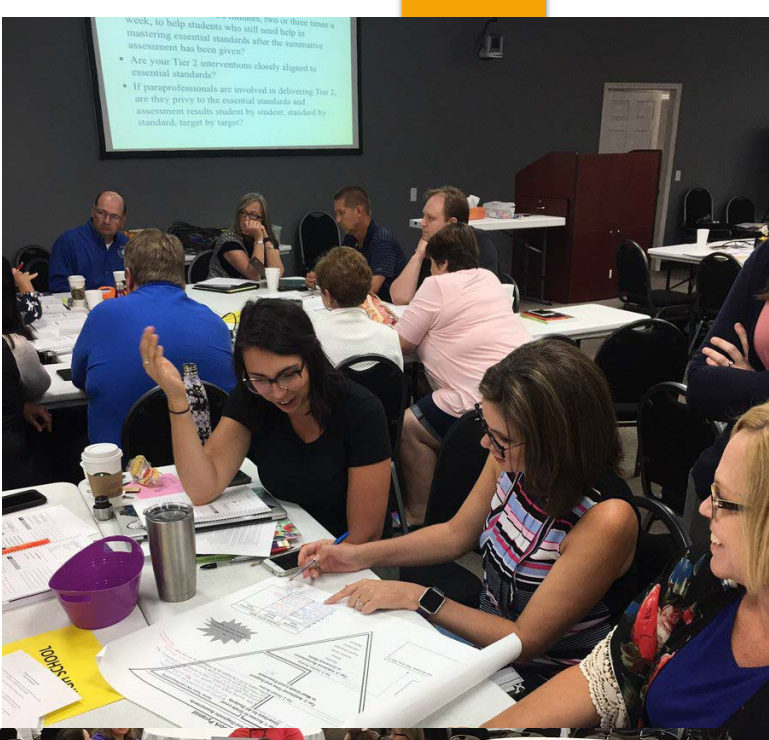
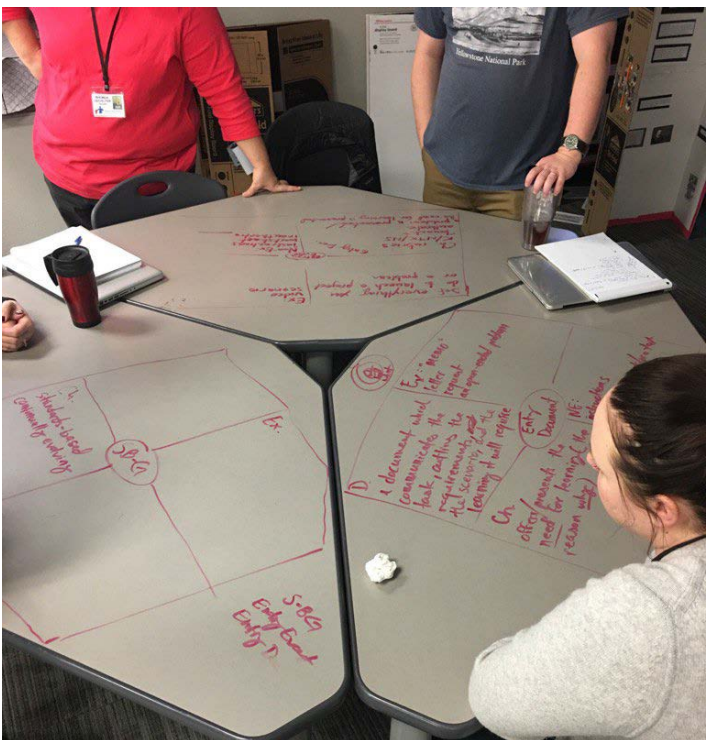
- ▶ [Rep. Grant Hodges Provides Feedback to Learners](#)
- ▶ [National History Day Interview](#)
- ▶ [AP Human Geo Project](#)



One to One Technology



Adult Learning



School Wide Learning Outcomes

Oral Communication	
Demonstration of Understanding	Clarity of Perspective
Energy and Tone	Addresses Alternatives
Organization	Interaction with Audience
Draws on Facts, Experience, and Research	Presentation Skills
Digital Media	Transitions
Clarity of Presentation	Fluidity of Speech

Written Communication	
Analysis	Depth of Analysis
	Progression of Analysis
Development	Explanation
	Supporting Evidence
Organization	Organizational Structure
	Logical Progression
	Transitions
Language Use	Clarity of Meaning
	Word Choice
	Sentence Structure
	Voice and Tone
	Sentence Mechanics

School Wide Learning Outcomes

Agency		
Use Effort and Practice to Grow		Tackle and Monitor Learning
Find Personal Relevance		Build Confidence
Actively Participate		Impact Self & Community
Build Relationships		Meet Benchmarks
Grow from Setbacks		
Seek Feedback		
Seek Challenge		

Collaboration		
Interpersonal Communication	Shared Success	Team & Leadership Roles
"Air Time"	Visualizing Success	Clarity of Tasks
Listening Skills	Individual Contribution	Roles and Responsibilities
Respect and Sensitivity	Time and Effort	Feedback
Productive Conversations		Leadership Skills
Questioning Skills		Team Awareness

Developing High Quality Adult-Learners

Early College Experience

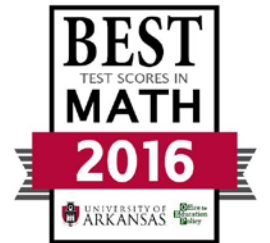
- ▶ Started in Fall 2014 w/ grant from Walton Foundation
- ▶ Allow Learners to experience college classroom & earn dual credit
- ▶ Yr1 (2014/2015) = 13 learners
- ▶ Yr2 (2015/2016) = 29 learners
- ▶ Yr3 (2016/2017) = 50 learners
 - ▶ Added Associates Degree Prog (12)
- ▶ Yr 4 (2017/2018) = 39 learners
 - ▶ Associates Degree (16)
 - ▶ Expecting 10 graduates

Internships

- ▶ 2016/2017 – 17 learners
- ▶ 2017/2018 – 34 learners
- ▶ Experiences Include:
 - ▶ Mundo-Tech Manufacturing
 - ▶ Teen Action Support Center
 - ▶ Innisfree Senior Living Center
 - ▶ University of Arkansas
 - ▶ Barnes Business Development
 - ▶ StartUp Junkie
 - ▶ Rogers Police Department

Recognition for RogersNTHS

- ▶ NWACC Certified Early College Experience School
 - ▶ 2015/2016 & 2016/2017
- ▶ Recognized by the University of Arkansas Office of Educational Policy
- ▶ New Tech Network National Demonstration Site
- ▶ 2 Certified New Tech Network Master PBL Facilitators
- ▶ National History Day – 1st place finish nationally Spring 2017
 - ▶ Smithsonian Institute of History
 - ▶ Selected for All American High School Film Festival (NYC)
- ▶ 2017 Arkansas HS Principal of the Year



**WASHINGTON ACADEMY
RENEWAL SUMMARY
DECEMBER 2017**

Sponsoring Entity Texarkana School District

Address 1900 Marietta Street
Texarkana, AR 71854

Grades Served **9-12**

Enrollment **121**

Maximum Enrollment **160**

Number of Years Requested **5**

Mission Statement

The mission of Washington Academy is to provide a learning environment to increase the achievement of at-risk students in grades six through twelve by providing alternative education through a Personalized Education Plan (PEP) for each student for anywhere, anytime learning.

2015-2016 Accreditation Status

Accredited

No Remaining Concerns

WASHINGTON ACADEMY

CURRENT DATA

Maximum Enrollment	160
Approved Grade Levels	7-12
Grades Served 2017-2018	8-12

2017-2018 Enrollment by Race

Two or More Races	6
Asian	0
Black	64
Hispanic	5
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	24
Total	99

2017-2018 Enrollment by Grade

7th Grade	0
8th Grade	8
9th Grade	22
10th Grade	23
11th Grade	1
12th Grade	45

2016-2017 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	1
Special Education	5
Title I	108
Source: School Cycle 4 Report	

2016-2017 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	88.49	80.46	74.88	75.28
ADM	112.33	104.33	97.45	89.02
%	78.77%	77.13%	76.84%	84.56%

BACKGROUND

Authorized January 14, 2013
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

November 13, 2013

Waivers of:

- 6-5-1004 Qualified teachers in every public school classroom
- 6-17-309 Certification to teach grade or subject matter—Exceptions—Waivers
- 6-17-401 Teacher licensure requirement
- 6-17-902 Definition (definition of a teacher as licensed)
- 6-17-919 Warrants void without valid certification and contract
- Standards for Accreditation 15.03
- ADE Rules Governing Educator Licensure

Amendment Request Considered and APPROVED
Add grades 7-8

November 17, 2015

Arkansas Department of Education District Conversion Public Charter School Renewal Application Rubric

Name of School: Washington Academy

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 5; and
- Date of the governing board's approval of the renewal application.

Fully Responsive

SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS

Part A: School Mission

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

Fully Responsive

Comments and Additional Questions:

- Describe the charter's progress in maintaining its mission. Consider including any initiatives, daily student activities, community/business partnership, and any accolades received by the students and school in your description.

Applicant Response:

Washington Academy has provided a learning environment for at-risk students that has allowed the students an opportunity to be successful in their educational pursuits, through the following ways:

1. Our Health and P. E. students have a weekly partnership with WJ Ranch to aide mentally challenged students ride horses;
2. Our marketing students have a partnership with Red River Credit Union teaching courses to them about Financial Literacy;
3. People's Choice Award for Stamp Out Smoking Video;
4. Student news crew provide the daily announcements and school news;
5. Student generated school newspaper and yearbook;
6. All students apply for a university, college, or technical school before graduation;
7. Scholarships Awarded to Washington Academy Students upon graduation:
2013-14 - \$ 65,000.00
2014-15 - \$ 20,000.00
2015-16 - \$ 270,000.00
2016-17 - \$ 486,450.00
8. 185 students have graduated from Washington Academy in the past four years.

Washington Academy has been successful in increasing the graduation rate for the Texarkana Arkansas School District and decreasing the dropout rate.

Part B: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Partially Responsive

Comments and Additional Questions:

- Data provided for the graduation rate appears incomplete. Provide a table that shows the numbers of students eligible for graduation and the number of students that graduated for each year of the charter separated from the overall district.

Applicant Response:

School Year	Students Eligible to Graduate	Students Graduated	Percent
2013-14	36	36	100%
2014-15	59	44	75%
2015-16	62	53	85%
2016-17	68	52	77%

Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals;
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

Comments and Additional Questions:

- Explain the reasoning for using numbers for demonstrating goal attainment for goals one and two. Consider revising the milestones to use a percentage increase in goal one and a decrease in goal two.

Applicant Response:

Because of the uncertainty of the amount of students who will be enrolled, a low number was used, also because the longer the Washington Academy is available the numbers of dropouts should decrease.

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment Of Goal will Be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Increase The Graduation Rate	Graduation	Graduation Rate	Each School Year	Increase student graduates by 10%	Increase student graduates by 10%	Increase student graduates by 10%	Increase student graduates by 10%	Increase student graduates by 10%
2. Decrease The Drop-Out Rate	Graduation	Drop-Out Rate	Each School Year	Decrease the Drop-out rate by 10%	Decrease the Drop-out rate by 10%	Decrease the Drop-out rate by 10%	Decrease the Drop-out rate by 10%	Decrease the Drop-out rate by 10%

SECTION 3: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or a statement saying that no new waivers are requested.

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or a statement saying that the charter wishes to maintain all currently approved waivers.

Please see legal comments.

SECTION 4: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments or a statement that no amendments are being requested;
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Please note that the applicant is already approved to serve students in grades 7-12.

SECTION 5: DESEGREGATION ANALYSIS

Applicants are requested to describe the current and potential impact of the charter 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

Evaluation Criteria:

A response that is fully responsive will include:

- 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.

Please see legal comments.

Washington Academy Renewal

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Yellow=No new requests

Information provided by Applicant is in italics.

Washington Academy 2018 District Conversion Renewal Application

Recommended Waiver Rescission

1. Mandatory Attendance

Ark. Code Ann. § 6-18-211

Legal Comments: Law has been repealed making a waiver no longer necessary.

Applicant Response: We accept the recommendation and wish to rescind our waiver of Ark. Code Ann. § 6-18-211.



MEMO

DATE: October 27, 2017

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis – District Conversion Public Charter School Renewals

I. INTRODUCTION

Four public school districts have submitted renewal applications for their district conversion charter schools:

- Bauxite School District – Approved on March 11, 2013, to operate the Miner Academy. The district conversion school is currently approved to serve 200 students in grades 6-12 and is requesting a five (5) year renewal.
- Blytheville School District – Approved on January 14, 2013, to operate the Blytheville New Tech High School. The district conversion school is currently approved to serve 1000 students in grades 9-12 and is requesting a three (3) year renewal.
- Rogers School District – Approved on January 14, 2013, to operate the Rogers New Technology High School. The district conversion school is currently approved to serve 900 students in grades 9-12 and is requesting a five (5) year renewal.
- Texarkana School District – Approved on January 14, 2013, to operate the Washington Academy. The district conversion school is currently approved to serve 160 students in grades 7-12. The school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the Authorizer to carefully analyze the impact of any charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the Authorizer to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer “shall not approve any ... 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.”

III. INFORMATION SUBMITTED BY THE APPLICANT

Each applicant submitted a desegregation analysis in its renewal application, and the Department is unaware of any desegregation-related opposition to these renewals from any other school district. The applicants' responses are as follows:

Bauxite School District, Miner Academy: Pursuant to Ark. Code Ann. §6-23-106, the Bauxite School District has carefully reviewed the impact that the renewal of its conversion charter for Miner Academy would have upon the efforts of the Bauxite School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of the conversion charter for Miner Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Bauxite School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the continued operation of Miner Academy as a conversion charter school will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

Blytheville School District, Blytheville New Tech High School: Blytheville New Tech will continue to operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. The conversion charter will continue to have no negative effects on Blytheville School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.

Rogers School District, Rogers New Technology High School: RNTH will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Rogers School District is not currently under any court ordered desegregation.

Texarkana School District, Washington Academy: Washington Academy Charter is a District conversion charter school and will not have an adverse effect or impact on the Texarkana Arkansas Public School District because we are a part of said District. We will comply with all court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools and will have no impact on those desegregation efforts already in place in the Texarkana Arkansas School district.

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 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)). ADE is unaware of any active desegregation orders affecting the above listed school districts.

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 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).

It is difficult to conclude, from data currently available, that renewal of the district conversion charter schools is motivated by an impermissible intent to segregate schools. The ADE is unaware of any active desegregation orders which could be impacted by the renewal of the district conversion charter school. However, the authorizer should carefully examine each district conversion charter school renewal applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the school’s existence.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

District Conversion Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 28, 2017



Charter School: Washington Academy

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

Contact Information

Sponsoring Entity:	Texarkana Arkansas School district
Name of Charter School:	Washington Academy
School LEA #	4605703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Terry Taylor 1900 Marietta Street Texarkana, AR 71854 870-772-4792/903-809-9179 870-774-2185 Terry.taylor@tasd7.net
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Larry Manley 3435 Jefferson Avenue Texarkana, AR 71854 903-276-0002 870-773-2602

Number of Years Requested for Renewal (1-5) 5

Renewal Application Approval Date by the School/Entity Board(s) 9/26/2017

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

Board Governance and Operations:

1.1 – LEGAL STATUS OF THE BOARD OF DIRECTORS

By the authority of Article 14 of the Arkansas constitution, the General Assembly has provided that locally elected school boards will be responsible for the lawful operation and maintenance of its local schools.

While the Board has a broad range of powers and duties, its individual members only have authority when exercising their responsibilities in a legally convened meeting acting as a whole. The sole exception is when an individual member has been delegated authority to represent the Board for a specific, defined purpose. In matters such as personnel, discipline, expulsions and student suspensions initiated by the Superintendent, the Board serves as a finder of fact, not unlike a jury. For this reason, the Board should not be involved in or, to the extent practicable, informed of the facts or allegations of such matters prior to a board hearing or those disciplinary matters in which the Board could become involved.

It is the policy of the Texarkana School District, No. 7, Miller county, Arkansas, School Board that its actions will be taken with due regard for its legal responsibilities and in the belief that its actions shall be in the best interests of its students and the District as a whole.

Board members are elected by the public of Texarkana, Arkansas by various zones established by the city. Board members must be residence of Texarkana Arkansas.

Legal Reference A.C.A & 6-13-620

1.7 – POWERS AND DUTIES OF THE BOARD

The Texarkana Arkansas School Board No. 7, Miller County, Arkansas Board of Education, operating in accordance with state and federal laws, assumes its responsibilities for the operation of Texarkana Public Schools. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effect administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision, mission, and direction of the District;
2. Understanding and abiding by the proper role of the Board of Directors through study and by obtaining the necessary training professional development;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board’s policies;
4. Conducting formal and informal evaluations of the Superintendent annually or no less often than prior to any contract extension;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
6. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades of schools are offered and taught;

7. Reviewing, adopting, and publishing the District's budget for the ensuring year;
8. Being responsible for providing sufficient facilities, grounds, and property and ensuring they are managed and maintained for the benefits of the district;
9. Monitoring District finances and receiving, reviewing and approving each annual financial audit;
10. Understanding and overseeing District finances to ensure alignment with the District's academic and facility needs and goals;
11. Visiting schools and classrooms when students are present no less than annually;
12. Setting an annual salary schedule;
13. Being fiscally responsible to the District's patrons and maintaining the millage rate necessary to support the District's budget;
14. Involving the members of the community in the District's decisions to the fullest extent practicable; and
15. Striving to assure that all students are challenged and are given an equitable educational opportunity.

Legal References: A.C.A. & 6-13-620, 622

1.8 – GOVERNANCE POLICY

The District shall operate within the legal framework of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions. The legal frameworks governing the District shall be augmented by policies adopted by the Board of Directors which shall serve to further define the operations of the District.

When necessitated by unforeseen circumstances, the Superintendent shall have the power to decide and take appropriate action for an area not covered by the legal frameworks or a policy of the Board. The Superintendent shall inform the members of the Board of such action. The Board shall then consider whether it is necessary to formulate and adopt a policy to cover such circumstances.

The official copy of the policy manual for the District shall be kept in the Superintendent's office. Copies of the manual within the District shall be kept current, but if a discrepancy occurs between manuals, the Superintendent's version shall be regarded as authoritative.

Administrative regulations shall be formulated to implement the intentions of the policies of the Board. Regulations may be highly specific. The Board shall review administrative regulations prior to their implementation.

Part B: Disclosure Information

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

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Washington Academy is not in any contract, lease, or employment agreement with any party in which any charter administrator, board member, or an administrator's family member or board member's family member has or had a financial interest.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Larry Manley 5601 Cliffwood Dr. Texarkana, AR 71854		None
Anita Clay 2111 Capitol Road Texarkana, AR 71854		None
Glen Spears 4202 Morningvue Dr. Texarkana, AR 71854		None
Roger Douglass 1024 MC 233 Texarkana, AR 71854		None
Jesse Buchanan 2021 Hickory /street Texarkana, AR 71854		None
Vickie Lacy 1108 Ash Street Texarkana, AR 71854		None
Laney Harris 2005 Stephanie Texarkana, AR 71854		None

Duplicate this page, if necessary.

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The charter's school mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

The mission of Washington Academy is to provide a learning environment to increase the achievement of at-risk students in grades nine through twelve by providing alternative education through a Personalized Education Plan (PEP) for each student for anywhere, anytime learning.

Washington Academy has assisted in maintaining its mission with 185 at-risk students to be able to obtain their high school diploma by providing an alternative education environment that is designed to be the “perfect fit” for the needs of at-risk learners. The achievement level of these students have been increased through the Personalized Education Plan (PEP) for each student based on the individual academic and social needs.

Washington Academy will continue to provide the educational needs as a District Conversion Charter, an alternative program for at-risk learners in grades 7-12, to increase the graduation rate for the Texarkana Arkansas School District and to decrease the drop-out rate for the Texarkana Arkansas School District.

Part B: Current Performance Goals

Each of the charter's performance goals, as approved by the authorizer, is listed. Describe the charter's progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals as stated in the prior application:

Describe the charter's progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. Meet AYP and Common Core goals for Literacy	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 59.91 2015: 64.36 2016: 68.82 2017: 73.27	Annually	N/A	N/A	No longer using Common core assessment State changed to ACT Aspire 12.12%	No longer using Common core assessment State changed to ACT Aspire 33.33%	We are in Year 5	No
2. Meet AYP and Common Core goals for Literacy for TAGG	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 50.86 2015: 56.32 2016: 61.78 2017: 67.24	Annually	N/A	N/A	No longer using Common core assessment State	No longer using Common core assessment State	We are in Year 5	No

						changed to ACT Aspire 8.70%	changed to ACT Aspire 24.00%		
3. Meet AYP and Common Core goals for Math	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 69.25 2015: 72.67 2016: 76.08 2017: 79.50	Annually	N/A	N/A	No longer using Common core assessment State changed to ACT Aspire	No longer using Common core assessment State changed to ACT Aspire	We are in Year 5	No
4. Meet AYP and Common Core goals for Math for TAGG	End of Course exam, Common Core Assessments, TLI interim, computer-based interim	2014: 62.22 2015: 66.41 2016: 70.61 2017: 74.81	Annually	N/A	N/A	No longer using Common core assessment State changed to ACT Aspire	No longer using Common core assessment State changed to ACT Aspire	We are in Year 5	No
5. Increase graduation rate: The graduation rate goal will be 83.73%. In the 2017- 2018 school year, the graduation rate goal will increase to 86.99%.	Graduation rate	2014: 73.96 2015: 77.22 2016: 80.47 2017: 83.73	Annually	N/A District 83.9	N/A District 73.2	N/A District 79.5	Washington Academy 56.88 District	We are in Year 5	Yes

6. Increase graduation rate for TAGG	Graduation rate	2014: 73.91 2015: 77.17 2016: 80.44	Annually	N/A District 83.1	N/A District 74.3	N/A District 79.8	Washington Academy 62.22	We are in Year 5	Yes
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1. Meet AYP and Common Core goals for Literacy

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Washington Academy did not meet AYP but will continue to show growth or progress on the ACT Aspire English and Reading exams. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report;
Documentation ACT Aspire

2. Meet AYP and Common Core goals for Literacy for TAGG

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Washington Academy did not meet AYP for TAGG but will continue to show growth or progress on the ACT Aspire English and Reading exams. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report
Documentation ACT Aspire

3. Meet AYP and Common Core goals for Math

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Washington Academy did not meet AYP but will continue to show growth or progress on the ACT Aspire Math exam. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report
Documentation ACT Aspire

4. Meet AYP and Common Core goals for Math for TAGG

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Washington Academy did not meet AYP for TAGG but will continue to show growth or progress on the ACT Aspire English and Reading exams. Year One and Year 2 Washington Academy did not have a base line score, nor were enough students tested to be counted by the state for AYP purposes. To ensure progress toward the goal each student is given a pre-test in Literacy and Math diagnostic test to identify each student's academic status. Prescriptive programming will be used to follow the stands of the Arkansas Academic Standards and the Act Aspire Standards. Each student's progress will be monitored through interim assessments, computer based interim assessments, End of Course exams and the ACT Aspire assessment. Students who do not reach mastery level will receive extra support through re-teaching, tutoring, and other interventions to help ensure success or growth. Documentation is attached in the 2017 ESEA School Report
Documentation ACT Aspire

5. Increase graduation rate: The graduation rate goal will be 83.73%. In the 2017-2018 school year, the graduation rate goal will increase to 86.99%.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Washington Academy has graduated 185 students in four years showing an increase in the number of students graduating for TASD. All students attending Washington Academy are at-risk students, so for any to be successful and graduate is a plus. 90% of the graduates would not have been able to graduate in the traditional environment.

Yearly breakdown of graduates:

2013-14 – 36 graduates Year 1;

2014-15 – 44 graduates Year 2;

2015-16 – 53 graduates Year 3;

2016-17 – 52 graduates Year 4;

Total Graduates: 185

Future plans for Washington Academy graduates:

2013 – 2017 – College $131/185 = 70\%$

Military – $17/185 = 9\%$

Workforce – $29/185 = 16\%$

All Washington Academy seniors are required to apply to a college, technical, or vocational school

Documentation is attached in the 2017 ESEA School Report

Documentation Texarkana School District School Performance Indicator

6. Increase graduation rate for TAGG

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

Washington Academy has graduated 185 students in four years showing an increase in the number of students graduating for TASD.

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Workforce – $29/185 = 16\%$

All Washington Academy seniors are requires to apply to a college, technical, or vocational school

Documentation is attached in the 2017 ESEA School Report

Documentation Texarkana School District School Performance Indicator District

Part C: New Performance Goals

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

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Increase the Graduation rate	Graduation	Graduation rate	Each School year	30 students graduating	30 students graduating	30 students graduating	30 students graduating	30 students graduating
2. Decrease the Drop Out rate	Graduation	Drop-out rate	Each School year	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District	Decrease in number of drop-out for the District
3. Improved the ACT Aspire	ACT Aspire	Increase in scores by 10%	Each School year	43.33	53.33	63.33	73.33	83.33

scores in Literacy								
4. Improved the ACT Aspire scores in Math	ACT Aspire	Increase in scores by 10%	Each School year	23.33	33.33	43.33	53.33	63.33
5. Improved the ACT Aspire scores in Science	ACT Aspire	Increase in scores by 10%	Each School year	33.33	43.33	53.33	63.33	73.33

Section 3 – Waivers

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

WASHINGTON ACADEMY APPROVED WAIVERS

District LEA:	46-05-000	Elementary School LEA:	n/a
City:	Texarkana	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	46-05-703
Grades Approved:	9-12	Expiration Date:	06/30/18
CAP:	160	Grades Served 2017-2018:	9-12

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

6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-203	Committees on personnel policies—Members
6-17-309	Certification to teach grade or subject matter—Exceptions— Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-18-211	Students in grades nine through twelve—Mandatory Attendance

Waivers from ADE Rules Governing Standards for Accreditation

10.01.4	Planned instructional time
15.03	Licensure and Renewal

Waivers from Other

Rules:

ADE Rules Governing Educator Licensure

Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font.

Washington Academy request no new waivers.

Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, 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.

Washington Academy wishes to maintain all currently approved waivers.

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).

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.

- Amendment request to change grade levels from serving 9-12 to serving 7-12; Budget Projections:

The Texarkana Arkansas School District will absorb all cost associated with adding grades 7-8 to the campus of Washington Academy Charter School. The cost includes adding one certified teacher which is a cost of approximately \$ 56,000.00 per year.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

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.

Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

Washington Academy Charter is a District conversion charter school and will not have an adverse effect or impact on the Texarkana Arkansas Public School District because we are a part of said District. We will comply with all court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Washington Academy Charter School will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools and will have no impact on those desegregation efforts already in place in the Texarkana Arkansas School district.

2017 ESEA SCHOOL REPORT WASHINGTON ACADEMY

District: TEXARKANA SCHOOL DISTRICT
Superintendent: BECKY KESLER
Grades: 7 - 12
Enrollment: 110

Principal: TERRY TAYLOR
Attendance: 78.14
Poverty Rate: 58.18

LEA: 4605703
Address: 1900 MARIETTA STREET
 TEXARKANA, AR 71854
Phone: (870) 772-4792

2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	45	46	97.83	45	46	97.83
Targeted Achievement Gap Group	34	34	100.00	34	34	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	36	37	97.30	36	37	97.30
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	34	34	100.00	34	34	100.00
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	4	10	33	30	12.12	33.33	22.22
Targeted Achievement Gap Group	2	6	23	25	8.70	24.00	16.67
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	2	5	26	23	7.69	21.74	14.29
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	2	6	22	25	9.09	24.00	17.02
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	3	4	33	30	9.09	13.33	11.11
Targeted Achievement Gap Group	1	0	23	25	4.35	0.00	2.08
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	0	0	26	23	0.00	0.00	0.00
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	1	0	22	25	4.55	0.00	2.13
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

2016 SCHOOL FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students	33	73	45.21	56.88
Targeted Achievement Gap Group	20	43	46.51	62.22
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	20	45	44.44	59.81
Hispanic/Latino	n < 10	n < 10	n < 10	n < 10
White	12	25	48.00	n < 10
Economically Disadvantaged	19	42	45.24	62.07
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

2017 ESEA SCHOOL REPORT WASHINGTON ACADEMY

District: TEXARKANA SCHOOL DISTRICT
Superintendent: BECKY KESLER
Grades: 7 - 12
Enrollment: 110

Principal: TERRY TAYLOR
Attendance: 78.14
Poverty Rate: 58.18

LEA: 4605703
Address: 1900 MARIETTA STREET
TEXARKANA, AR 71854
Phone: (870) 772-4792

STATE PERCENTAGE ACHIEVING

	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
ESEA Indicators			
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.93	37.95	83.79
ESEA Subgroups			
Black or African American	31.84	26.04	81.53
Hispanic/Latino	46.45	41.94	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.59	38.41	83.79
English Learners	40.64	37.98	85.71
Students with Disabilities	14.34	16.95	84.29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

State Percentage Achieving

The state percentage achieving is the state percentage of students achieving Ready or Exceeds levels on their summative assessments. These percentages include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations.

All grades are included in the state percentages for each subject.

Report created on: 11/09/2017