AGENDA
STATE BOARD OF EDUCATION

March 11, 2013
Arkansas Department of Education
Arkansas Department of Education Auditorium
9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Jim Cooper*

Report-2 Commissioner's Report

Presenter: *Dr. Tom Kimbrell*

Report-3 Recognition of the Cross County School District as an Apple Distinguished Program

Cross County School District has been selected as an Apple Distinguished Program for the 2012– 2013 school year for its K-12 implementation of a 1-to-1 technology environment to support project based learning and promote 21st Century skills in the classroom.

The Cross County School District 1:1 Program joins 103 programs nationwide Apple is recognizing this year as exemplary learning environments. The Apple Distinguished Program designation is reserved for programs that integrate Apple technology in education and meet the five best practices: visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence of success and a flexible learning environment.

Presenter: *Katherine Hughes, Apple, Inc.*

Report-4 Update on Common Core State Standards, PARCC and School Improvement

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness and school improvement.

Presenter: *Dr. Laura Bednar*

Consent Agenda

C-1 Minutes - February 11, 2013

Presenter: *Phyllis Stewart*

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The March report summarizes the PMT for February.

Presenter: *John Hoy and Willie Morris*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: *Dr. Karen Cushman and Clemetta Hood*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 18 school districts covering a total of 23 teaching positions. Twenty-one school districts requested a total of 28 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: *Dr. Karen Cushman*

C-5 Consideration of Voluntary Surrender of Arkansas Educator's License – Brooke Michelle Austin

Brooke Michelle Austin has surrendered her license as evidenced by her signed consent form. Arkansas law does not provide for the mere surrender of a license. Thus, the Board's acceptance of the surrender of her license will result in its permanent revocation. She is represented by her attorney, Clayton Blackstock.

Presenter: *Katherine Donoven*

C-6 Consider Revocation of Arkansas Educator's Teaching License – Denise Kathleen Garrigus

Denise Kathleen Garrigus has a current standard teaching license valid until December 31, 2015. On September 4, 2012, the ADE Office of Professional Licensure received notification that Ms. Garrigus' name was on the Child Maltreatment Central Registry for an incident in 1988. In a letter dated September 15, 2012, she was notified that her name was on the Child Maltreatment Central Registry and that her license was subject to revocation under Ark. Code Ann. § 6-17-410. A certified mail receipt was returned on October 1, 2012. In a letter dated October 11, 2012, she requested a State Board hearing regarding the proposed revocation of her license. She notified our office that she was appealing her Child Maltreatment Central Registry finding. She was notified to keep our office updated as to the status of her DHS appeal by certified letter on October 22, 2012. On January 17, 2013, the Department licensure attorney requested an update as to the status of her DHS appeal from Ms. Garrigus or that the revocation would proceeding would be placed on the March 2013 state board agenda. A certified mail receipt for that letter was signed for January 19, 2013. DHS personnel informed the licensing attorney that it had no record of the appeal of her status or a petition for name removal. The Department has not received any further response from Ms. Garrigus and has confirmed that she is no longer employed at her district. The Department requests that her license be immediately revoked in

accordance with Ark. Code Ann. § 6-17-410(d)(1)(A)(ix).

Presenter: *Katherine Donoven*

C-7 Consideration of Voluntary Surrender of Arkansas Educator's License – Wesley Eugene Pillow

Wesley Eugene Pillow has surrendered his license as evidenced by his signed consent form. Arkansas law does not provide for the mere surrender of a license. Thus, the Board's acceptance of the surrender of his license will result in its permanent revocation. He is not represented by an attorney.

Presenter: *Katherine Donoven*

C-8 Consideration of Voluntary Surrender of Arkansas Educator's License – Nina Jane White

Nina Jane White has surrendered her license as evidence by her signed consent form. Arkansas law does not provide for the mere surrender of a license. Thus, the Board's acceptance of the surrender of her license will result in its permanent revocation. She is represented by her attorney, Clayton Blackstock.

Presenter: *Katherine Donoven*

Action Agenda

A-1 Consideration of Petition by the Harrisburg School District to Close the Weiner High School Campus

On February 8, 2013, the Harrisburg School District petitioned the State Board of Education for an order to close the Weiner High School (grades 7-12), an isolated campus. Members of the Weiner community oppose the petition. The State Board of Education may hear this petition pursuant to Ark. Code Ann. § 6-20-602(b)(2) and the Arkansas Department of Education Rules Governing the Closing of Isolated Schools.

Presenter: *Jeremy Lasiter*

A-2 Continuation Hearing of District Conversion Charter Application: Miner Academy, Bauxite School District

Miner Academy is a proposed district conversion public charter school to be located within the Bauxite School District. Students in grades 6-12 would be served with a proposed enrollment of 200 students. The proposed facility is located at 800 School Street, Bauxite, Arkansas. The hearing for this application was held at the January 14, 2013, meeting of the State Board of Education. At that time, the application was tabled until the March 11, 2013, meeting to allow the applicant additional time for clarification and technical assistance. The applicant is requesting to be granted a district conversion charter from the State Board of Education.

Presenter: *Mary Perry*

A-3 Consideration of Request for Renewal of Open-Enrollment Public Charter School: eSTEM Public Charter High School

eStem Public Charter High School is an open-enrollment public charter school located at 112 W. 3rd Street, Little Rock, Arkansas. eStem Public Charter High School serves students in grades 9-12 with an enrollment cap of 500.

The applicant is requesting that the State Board of Education allow it to expand in order to merge eStem Public Charter Middle School and eStem Public Charter Elementary School with the high school into one charter instead of three and renew the charter for a 13-year period.

Presenter: *Mary Perry*

A-4 Consideration of Request for Renewal of Open-Enrollment Public Charter School: KIPP Delta Public Schools

KIPP Delta Public Schools is an open-enrollment public charter school located at 210 Cherry Street, Helena, Arkansas and 1200 Byrum Road, Blytheville, Arkansas. KIPP Delta Public Schools serve students in grades K-12 with an enrollment cap of 1,550 students (1,100 in Helena and 450 in Blytheville).

The applicant is requesting that the State Board of Education renew the charter for a 10-year period.

Presenter: *Mary Perry*

A-5 Consideration of Request for Renewal of Open-Enrollment Public Charter School: LISA Academy North Little Rock

LISA Academy North Little Rock is an open-enrollment public charter school located at 5410 Landers Road, Sherwood, Arkansas. LISA Academy North Little Rock serves students in grades K-12 with an enrollment cap of 500 students.

The applicant is requesting that the State Board of Education grant a renewal of their open-enrollment charter from the State Board of Education for up to twenty (20) years, or the maximum allowed by the State Board.

Presenter: *Mary Perry*

A-6 Consideration of Request for Open-Enrollment Public Charter School Charter Amendments: SIATech Little Rock

The State Board of Education approved the application for SIATech Little Rock January 14, 2011 . SIATech Little Rock is currently located at 6900 Scott Hamilton Drive, Little Rock, Arkansas. Grades 9-12 are served with a maximum enrollment of 275. SIATech Little Rock is requesting a hearing before the State Board of Education to amend the current charter.

Presenter: *Mary Perry*

A-7 Hearing on Waiver Request for Certified Teacher License – Ruby J. Henry

Ruby J. Henry holds a standard teaching license valid until December 31, 2016. The Department has received notice that Ruby Henry has a true report on the Child Maltreatment Central Registry for failure to report sexual abuse as a mandated reporter that was upheld by the administrative law judge. The State Board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of any person who has true report in the Child Maltreatment Central Registry. Ark. Code Ann. § 6-17-410(c). In addition, she is ineligible for employment in any public school district under Ark. Code Ann. § 6-17-411(b)(1)(B). Ms. Henry has exhausted her administrative appeal process with the Department of Human Services. She has requested a waiver of the grounds for revocation and ineligibility for employment. She is represented by her attorney, Rickey Hicks.

Presenter: *Katherine Donoven*

A-8 Hearing on Request for Relief from Suspension of Certified Teacher License– Angela Charmagne Milum-Leger

Angela Charmagne Milum-Leger requests relief from the Board's December 10, 2007, stipulated agreement as a result of Benchmark testing improprieties. Pursuant to the stipulated agreement Ms. Milum-Leger's license was suspended effective on May 23, 2008. She was required to complete 60 hours of professional development plus an additional 15 hours consisting solely of instruction in test security and administration between May 23, 2008, and June 30, 2009. She did not comply with the Board's order and her license expired December 31, 2008. Ms. Milum-Leger states that personal circumstances prevented her from completing the required 60 hours during the stipulated time period of suspension. However, Ms. Milum-Leger has recently submitted proof of completion of 72 hours of professional

development in 2012. The Department will work with Ms. Milum-Leger to let her complete a testing administration professional development course. Ms. Milum-Leger seeks relief from her suspension as set out in the proposed order presented today. She is not represented by an attorney.

Presenter: *Katherine Donoven*

A-9 Hearing on Waiver Request for Certified Teacher License – Candi Rachelle Smith

Candi Rachelle Smith has applied for a standard license. The State Board shall not issue a first-time license or renew an existing license and shall revoke any existing license not up for renewal of any person who has pled guilty or nolo contendre to or has been found guilty of any of the offenses listed in Ark. Code Ann. § 6-17-410(c). Ms. Smith has requested a waiver of her felony violation of the Uniform Controlled Substances Act in 2000 in Des Arc. She is represented by her attorney, Robert Abney.

Presenter: *Katherine Donoven*

A-10 Hearing on Waiver Request for Certified Teacher License – Angela Marie Bead-Spearmon

Angela Marie Bead-Spearmon has applied for renewal of her license. Her last license expired in 1987. The Department denied her license renewal application because of a federal felony theft of government checks conviction in 1984 and notification that she has a true finding on the Child Maltreatment Central Registry for an incident in 1998. The State Board shall not renew a license of any applicant who has a true finding on the Child Maltreatment Central Registry or has pled guilty or nolo contendre to or has been found guilty of any offense listed in Ark. Code Ann. § 6-17-410(c) by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court. Ms. Bead-Spearmon was notified by certified mail and requested a waiver hearing. She was notified of the date of today's hearing by certified and regular mail. Certified mail was not picked up but regular mail was not returned. She is not represented by an attorney.

Presenter: *Katherine Donoven*

A-11 Consideration of Waiver of National Board for Professional Teaching Standards (NBPTS) Repayment of State funds.

As ADE continues to close outstanding NBPTS accounts; unresolved balances are being reviewed. These cannot be waived or closed without the approval of the State Board. Recommendation that the repayment waiver for fees expended by the state for Gwen Hodge be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules.

Mrs. Hodge has provided a physician's letter confirming her son's condition as well as a letter of explanation. It is my judgment that she should be considered for the extenuating circumstances waiver.

Presenter: *Michael Rowland*

A-12 Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Educator Licensure

On December 10, 2012, the State Board of Education gave emergency approval to and released for public comment proposed new Rules Governing Educator Licensure. A public hearing was held January 8, 2013, and the Department received no written or oral comments. Department staff respectfully request the State Board to give final approval to the proposed rules.

Presenter: *Mark White and Dr. Karen Cushman*

Minutes
State Board of Education Meeting
Monday, February 11, 2013

The State Board of Education met Monday, February 11, 2013, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair; Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Toyce Newton; Mireya Reith; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Kim Wilson, Teacher of the Year

Absent: Joe Black

Reports

Chair's Report:

Ms. Mahony announced she and Ms. Newton would collaborate with South Arkansas Community College to sponsor the GLAM: Girls Learning Abouth Math conference May 15.

Commissioner's Report

Commissioner Kimbrell said it was week six of the General Assembly and predicted legislative business to pick up speed.

Recognition of Teachers from the People's Republic of China Who are Teaching Mandarin Chinese Language and Culture to Arkansas Students

Seventeen teachers from China were recognized for their work in Arkansas schools and three others for their work at the Confucius Institute at the Unviersity of Central Arkansas. The teachers are:

Miss Liu Yanxin - Arkansas School for Math/Science
Miss Hu Qin - Arkansas School for Math/Science
Miss Hu Xiao - Batesville School District
Miss Chang Le - Beebe School District
Miss Liao Danyu - Bentonville School District
Miss Qu Hui - Bentonville School District
Miss Qu Guimin - Cabot School District
Miss An Yi - Conway School District
Miss Jiang Lida - Cross County School District
Miss Wang Haixia - Harrisburg School District
Miss Lu Xian - Hot Springs School District

Miss Hu Jing - North Little Rock School District
Miss Wang Rui - Pulaski County Special School District
Miss Jin Yan - Pulaski County Special School District
Miss Zhang Qian - Pulaski County Special School District
Mr. Sun Xiaomin Rogers School District
Miss Gu Zheng - Wynne School District
Miss Jin Xiaoxiao - University of Central Arkansas
Miss Liu Jiachi - University of Central Arkansas
Ms. Lu Xiaohong - University of Central Arkansas

Informational Update on Common Core State Standards and PARCC

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said the key to the successful implementation of the Common Core State Standards (CCSS) was quality professional development at all levels. She expressed appreciation to Deborah Coffman for her work on the CCSS strategic plan focused on professional learning. Dr. Bednar acknowledged Melody Morgan and the assessment staff for their teamwork in running the statewide assessment program.

Noting the PARCC assessments will be delivered online in 2014-2015, Dr. Bednar said 54 percent of the state's school districts had completed the technology readiness tool designed to give a paicture of readiness for the online tests.

Board members expressed a desire to see more districts complete the survey in preparation for the testing.

Consent Agenda

Ms. Gullett moved, seconded by Ms. Reith, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the January 14, 2013, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers for Teachers Teaching out of Area
- Review of Loans and Bonds--
- Two-Year Extension of Social Studies Textbook and Instructional Materials Contract (July 1, 2014-June 30, 2016)
- Sanction for Teachers as Recommended by the Professional Licensure Board
    - Wanda Lee O'Quinn
    - Keith B. Dooley
    - Vivian Leanna Perry

- Blake Daniel Rhein

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Hearing on Waiver Request for Certified Teacher License – Ryan Gore

Katherine Donoven, Professional Licensure Standards Board attorney, said Ryan Gore, a MAT applicant for a provisional license, was convicted of a disqualifying offense for licensing in 1999. Mr. Gore requested a waiver of the disqualifying conviction.

Ms. Saviers moved, seconded by Ms. Newton, approval of the waiver with the stipulation of probation for a period of two years and no other disqualifying conviction or violation of code of ethics. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing Special Education and Related Services

The State Board of Education released the proposed rules for public comment July 9, 2012. A public hearing was held November 30, 2012. The public comment period expired December 3, 2012. Department staff did not receive public comments on the proposed rules but did revise the rules based upon further review of applicable state statutes. The State Board was requested to give final approval to the proposed rules.

Mr. Ledbetter pointed out that acronyms should be spelled out the first time used.

Dr. Barth moved, seconded by Ms. Reith, final approval with the writing modifications. The motion carried unanimously.

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Positive Youth Development Grants

The State Board approved and released these proposed rules for public comment October 8, 2012. A public hearing was held October 25 and several comments and questions were received. No written comments were received. The State Board was requested to give final approval to the proposed rules.

Ms. Gullett moved, seconded by Dr. Barth, final approval. The motion carried unanimously.

Consideration for Approval for Public Comment: Revisions to the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators

This item was pulled from the agenda.

Designation of Nominations Committee for 2013-2014

Chairman Cooper announced that Ms. Saviers and Ms. Newton would join him as members of the nominations committee to recommend a slate of officers for 2013-2014. The committee will report at the May meeting.

Ms. Mahony expressed concern regarding high stakes tests and asked if the Board could do anything to address the issue.

Commissioner Kimbrell said the only way to make change would be through legislation. He said 280 seniors had not met the Algebra I high stakes requirement for graduation, but had two more opportunities to take the test.

Board members asked for a report at the next board meeting of the demographics of those seniors who had not passed the Algebra I test.

Adjournment

The meeting adjourned at 10:20 a.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
FEBRUARY 28, 2013

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of February 2013.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

A. As of January 31, 2013, State Foundation Funding payments paid for FY 12/13 totaled $33,202,026 to LRSD, $18,715,083 to NLRSD, and $23,153,394 to PCSSD.

B. As of January 31, 2013, the Magnet Operational Charge paid for FY 12/13 totaled $9,103,286. The allotment for FY 12/13 was $14,178,868.

C. As of January 31, 2013, the M-to-M incentive checks paid for FY 12/13 totaled $2,611,750 to LRSD, $2,529,456 to NLRSD, and $6,289,796 to PCSSD.

D. ADE pays districts three equal installments each year for their transportation budgets. North Little Rock submitted a recalculated "Projection of Expenditures" for 11-12 after the first payment was made. This resulted in a much lower second payment to equalize the payments.

1. In February 2012, General Finance made the second one-third payment to the Districts for their FY 11/12 transportation budgets. As of February 29, 2012, transportation payments for FY 11/12 totaled $2,594,666.67 to LRSD, $689,693.05 to NLRSD, and $1,778,000.70 to PCSSD.

2. In November 2012, General Finance made the last one-third payment to the Districts for their FY 11/12 transportation budgets. As of December 31, 2012, transportation payments for FY 11/12 totaled $4,623,452.01 to LRSD, $1,161,173.60 to NLRSD, and $2,878,275.70 to PCSSD.

3. In November 2012, General Finance made the first one-third payment to the Districts for their FY 12/13 transportation budgets. As of December 31, 2012, transportation payments for FY 12/13 totaled $1,530,000.00 to LRSD, $401,121.35 to NLRSD, and $1,151,841.67 to PCSSD.

E. The sixteen (16) new Magnet and M-to-M buses have been delivered to the districts. The following is a breakdown of the buses by district.

LR	Six (6) 65 passenger buses
NLR	Two (2) 65 passenger buses
PCSSD	Three (3) 65 passenger buses
	Three (3) 47 passenger buses

The following is a breakdown of the buses that have been turned back in and delivered to Marketing & Redistribution for sale.

LR	turned in eight (8) buses
NLR	turned in two (2) buses
PCSSD	turned in eight (8) buses

I. Financial Obligations (Continued)

F. In July 2012, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY12/13.

G. In July 2012, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 12/13.

II. Monitoring Compensatory Education

On January 17, 2013, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Jeremy Lasiter, ADE General Counsel, provided an update concerning the desegregation issues currently before the federal courts. On January 16, 2013, Mr. Lasiter attended the 8th Circuit Court of Appeals in St. Louis, MO, pertaining to the 1989 School Choice Law. There are nine (9) non-unitary areas that PCSSD has to meet before becoming totally unitary. PCSSD believes they have met the requirements for four (4) of the non-unitary areas. PCSSD is scheduled to file a status report with the Court by February 1, 2013. Mr. Lasiter stated that the ADE must continue to assist PCSSD in becoming unitary in all areas and that members of the Implementation Phase Working Group are vital to those efforts. Mr. Scott Richardson, Assistant Attorney General, stated that the Office of Desegregation Monitoring (ODM) spoke with him concerning assistance from the Department for PCSSD in obtaining unitary status. The next Implementation Phase Working Group Meeting is scheduled for April 4, 2013 at 1:30 p.m. in room 201-A at the ADE.

III. A Petition for Election for LRSD will be Supported Should a Millage be Required

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

In June 2011, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 88th Legislative Session, and any new ADE rules or regulations.

V. Commitment to Principles

On February 11, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of January.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On February 7, 2013, Susan Gray and Questar Assessment, Inc., conducted a webinar of District Test Coordinator for the Online Algebra I Retest. The webinar provided training for the administration of the Algebra I online retest. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

On February 13, 2013, Susan Gray, Suzanne Knowles, Sheree Baird and Questar Assessment, Inc., provided District Test Coordinator Training. It was training for the administration of the mandated spring tests. The training took place at the Arkansas River Service Cooperative (ARESC) in Pine Bluff, AR. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

VII. Test Validation

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On January 8, 2013, ADE made a site visit to Hall High School in the Little Rock School District. This workshop engaged teachers in an analysis of new Oral Communication courses to be implemented in the Fall of 2013. Teachers discussed the communication competencies imbedded into their courses. They compared/contrasted the new courses to the Oral Communication courses they currently teach and will begin work on a curriculum map for the new courses. The presenter was Lana Hallmark, ADE. The audience consisted of LRSD Oral Communication teachers.

On January 22, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District. ADE Specialist met with the principal to discuss updates to the targeted improvement plan for Focus Schools and to debrief on the classroom observations that were performed the week before. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Cynthia Collins, Principal.

On January 23, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. She attended a meeting with the District School Improvement Specialist to discuss her work and make sure that common expectations and goals are being communicated. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Beverly Jones, Principal; Aleta Posey, Literacy Coach; Terri Evans, Math Coach; and Iciphine Jones, District School Improvement Specialist.

VIII. In-Service Training (Continued)

On January 28, 2013, ADE made a site visit to Central High School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools and attended the leadership team meeting. A debriefing was held with the principal. The presenters were Nancy Rousseau, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Phil Clark, District School Improvement Specialist; Regina Ezell, Asst. Principal; Lequieta Grayson, Counselor; Tina Hayley, Literacy Coach; Tonjuna Iverson, Math Coach; Arthur Olds, Spanish Teacher; Heather Rainbolt, Testing and English as a Second Language Coordinator; and Barbara Stafford, Spanish 3 Teacher.

On January 28, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District. ADE Specialist visited with the instructional coaches and attended a Scholastic Audit committee meeting. Grade level team of teachers analyzed the findings of the audit by Standard and presented them to the entire staff. The presenter was Beverly Jones, Principal. The audience consisted of Aleta Posey, Literacy Coach and Iciphine Jones, District School Improvement Specialist.

On January 29, 2013, ADE made a site visit to Brady Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. Classroom observations were performed by the Professional Development Specialist and the principal. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Tyrone Harris, Principal.

On January 29, 2013, ADE made a site visit to Jacksonville Freshman High School in the Pulaski County Special School District. ADE Specialists visited to give support to the Cohort 1 Literacy Design Collaborative (LDC) teachers, met with administration and met one (1) of the new buddy teachers. The presenters were Michele Snyder, ADE Science Curriculum Specialist and Jane Dearworth, ADE Literacy Specialist. The audience consisted of Lourdes Goodnight, Principal; Coach Jeremiah Clennon, Physical Science Teacher; Mrs. Elizabeth Lanius, 9th Grade English Teacher; Mr. Jurel Guffey, Career and Technical Education (CTE) Marketing Teacher; and Richard Wright, CTE Photography Teacher.

On January 29, 2013, ADE made a site visit to Jacksonville Freshman Academy in the Pulaski County Special School District regarding Math Design Collaborative (MDC) Coaching/Support Visit. The Math Specialist observed Cohort 1 teachers implement classroom challenge lessons in Geometry and Algebra 1 classes. A short post conference was held with the teachers to discuss observations and a debriefing with the principal to discuss the day's observations. The presenter was Tim Brister, Math Specialist. The audience consisted of Lourdes Goodnight, Principal; Jessica Richburg, Katrina Mimms, and Larry Burrows, Math Teachers; and Max Hatfield, SpEd Inclusion Teacher.

On January 30, 2013, ADE made a site visit to Maumelle High School in the Pulaski County Special School District regarding Math Design Collaborative (MDC) Observation/Coaching Visit. The Math and Science Specialists met with Cohort 1 teachers and one (1) possible buddy teacher to discuss MDC implementation, observed a lesson in an Algebra 1 class, and met with another teacher to plan MDC implementation. The presenters were Tim Brister, Math Specialist and Nanette Nichols, Science Specialist. The audience consisted of Michael Shook, Jessica Beaver, Jason Smith and Brandy Harvey, Math Teachers.

VIII. In-Service Training (Continued)

On February 1, 2013, ADE staff provided professional development at the Arkansas River Education Service Cooperative (ARESC) in Pine Bluff, AR., regarding Southern Regional Education Board (SREB) Literacy Design Collaborative (LDC). The presenters were Ben Carrigan, Harding University, STEM Center; Dee Davis, ARESC; Keith Harris, UALR STEM Center; Jane Dearworth, ADE Literacy Specialist; and Michele Snyder, ADE Science Curriculum Specialist. The audience was LDC Teachers and Administrators.

On February 4, 2013, ADE made a site visit to Stephens Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. A meeting was held in the morning with the principal, the Math Coach and the Literacy Coach to discuss updates about the plan. The staff meeting after school dealt with many of the activities that the school has going on and to look at the Anti-Bullying initiatives that the District will be implementing. The presenters were Sharon Brooks, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Pakita Shutes, Math Coach and Sabreen Al-Uqdah, Literacy Coach.

On February 5, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools and attend the leadership team meeting. The presenters were Beverly Jones, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Terri Evans, Math Coach and Aleta Posey, Literacy Coach.

On February 8, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist attended the leadership team meeting regarding Discipline and Testing. The presenter was Eunice Thrasher, Principal. The audience consisted of Pamela Person, Tina House and Clint Woodley, Asst. Principals; Natalie Hollimon, Math Coach; Shana Loring, Literacy Coach; Evelyn Estor, Counselor; Robin Kratze, English as a Second Language (ESL) Teacher; and Iciphine Jones, District School Improvement Specialist.

On February 12, 2013, ADE made a site visit to Martin Luther King Elementary School in the Little Rock School District. ADE Specialist visited to monitor the Focus School plan and attended the grade level planning meeting. A debriefing of the meeting was held with the principal and assistant principal. The presenters were Dee Ann Morgan, Instructional Coach and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Karen Carter, Principal and Barbara Griggs, Asst. Principal.

On February 13, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. Classroom observations were conducted. A debriefing was held with the principal and the ADE Specialist to discuss the interim measurable objectives that were added to the targeted improvement plan. The presenters were Shana Loring, Literacy Coach and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Eunice Thrasher, Principal; Clint Woodley and Pamela Person, Asst. Principals.

On February 14, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District. ADE Specialist visited and held a debriefing with the principal regarding the classroom observations that were conducted on February 5, 2013 and discussed the need for the development of the interim measurable objectives that are to be added to the targeted improvement plan. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Beverly Jones, Principal.

VIII. In-Service Training (Continued)

On February 18, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District. ADE Specialist visited to monitor the targeted improvement plan for Focus Schools. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Erika McCarroll, Principal.

IX. Financial Assistance to Minority Teacher Candidates

During the month of January 2013, Mr. Ron Tolson of the Educator Licensure Unit collected a listing of the Fall 2012 minority graduates from Arkansas colleges and universities. They will be sending out the listing of minority graduates during the month of February.

X. Financial Assistance to Minority Teacher Candidates

On April 12, 2012, Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 have been phased out and no awards were given. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

XI. Minority Recruitment of ADE Staff

The MRC met on July 9, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending June 30, 2012, two of the divisions, Central Administration and Accountability exceeded the 25% threshold. The ADE as a whole was 20% Black.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

Goal completed as of June 1995.

XIV. Scattered Site Housing

This goal is completed. No additional reporting is required.

XV. Standardized Test Selection to Determine Loan Forgiveness

Goal completed as of March 2001.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the ELL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

On January 16, 2013, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, John Walker, Joy Springer, Terri Rogers and Dr. Brenda Bowles. The following items were discussed during the meeting:

Unitary Status Monitoring Recommendations/Actions Template – January 2013; one race classrooms; utilizing district funds to pay staff member(s) for online classes they never took; decline in enrollment for Mills Specialty Program; whether the opening of Maumelle High School has negatively impacted the enrollment and recruitment to Mills High School; names of teachers identified as being one standard deviation above the mean; possible development of an evaluation tool to assess desegregation related programs; activity of District Discipline Committee which is comprised of monitors from ODM, Joshua, and ADE; concern from Magnet Review Committee regarding PCSSD not filling their allotted magnet seats; and ADE Rules Governing Appeals Involving Student Residency Disputes between School Districts.

Our next meeting scheduled for Wednesday, January 30, 2013, has been **cancelled**, due to the District Discipline Committee meeting on **Monday, January 28, 2013 from 2:00 p.m. – 6:00 p.m.** facilitated by Dr. Bradley Scott. Our next monthly meeting has been scheduled for **Wednesday, February 13, 2013 at 2:30 p.m.**

NEWLY EMPLOYED FOR THE PERIOD OF January 19, 2013 – February 15, 2013

Samantha Duclos – Administrative Specialist III, Grade C112, Division of Learning Services, Special Education, effective 01/22/13.

***Erica Holmes – Accountant I, Grade C116, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 02/04/13.**

Tammy Long – Public School Program Advisor, Grade C122, Division of Public School Accountability, Standard Assurance, effective 02/04/13.

Keisha Mattox – Administrative Analyst, Grade C115, Division of Learning Services, Charter/Home Schools, effective 01/22/13.

Richard Wind – Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Office of Educator Effectiveness, effective 02/04/13.

Ann Wirth – Administrative Specialist III, Grade C112, Division of Research and Technology, effective 08/21/12. Reinstatement

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF January 19, 2013 – February 15, 2013

Christina Billingsley from Administrative Specialist III, Grade C112, Division of Learning Services, Coordinated School Health, to Administrative Specialist III, Grade C112, Division of Research and Technology, Network and Desktop Support, effective 02/04/13. Lateral transfer

Thomas Coy from Public School Program Coordinator, Grade C123, Division of Learning Services, Student Assessment to Public School Program Coordinator, Grade C123, Division of Learning Services, Curriculum and Instruction, effective 02/04/13. Lateral transfer

Jason Kratz from Information Systems Business Analyst, Grade C122, Division of Research and Technology, Data Reporting and Systems to Network Support Specialist, Grade C123, Division of Research and Technology, Data Reporting and Systems, effective 02/04/13. Promotion

***Lisa LeGardye from Administrative Specialist III, Grade C112, Division of Public School Accountability, to Administrative Analyst, Grade C115, Division of Public School Accountability, effective 02/04/13. Promotion**

Sherri Thorne from Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development to Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 01/21/13. Lateral transfer

SEPARATIONS FOR THE PERIOD OF January 19, 2013 – February 15, 2013

No separations during this period.

***Minority**

AASIS Codes:

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Arkansas Division of Youth Services	2	Millican, Janis	Middle Childhood Education, Business Tech 4-12	166	English/ Language/ Arts 7-12	12-13	Granted
			Millican, Janis	Middle Childhood Education, Business Tech 4-12	114	Speech Endorsement 7-12	12-13	Granted
	Arkansas River ESC	1	Black, Joann	Special Ed 4-12	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
0401	Bentonville School District	1	McGlothin, Marcy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
3701	Bradley School District	1	Davenport, Miranda	ECE P-4, Health/PE P-12	300	Guidance & Counseling 7-12	11-12 12-13	Granted
	Butterfly Learning Center	2	Ball, Chrystal	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
			Goodwin, Ernestine	ECE P-4, Elem K-6, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Denied
	Friendship Community Care	2	Sanders, Rachel	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Watts, Kelsey	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
2807	Greene Co. Tech School Dist.	1	Tyler, Haley Rowland	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
0203	Hamburg School District	2	Keith, Troy P.	PE/Wellness/Leisure, Coaching	002	English/Language/Social Studies 4-8	12-13	Granted
			Keith, Troy P.	PE/Wellness/Leisure, Coaching	168	Science/Mathematics 4-8	12-13	Granted
5602	Harrisburg School District	1	Tate, Janea	ECE P-4	168	Science/Mathematics 4-8	12-13	Granted
5903	Hazen School District	1	Prine, Heath	MS Social Studies	167	Social Studies 7-12	12-13	Granted
3405	Jackson Co. School District	1	Wood, Tanya	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
1608	Jonesboro School District	1	Cockrill, Emily	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
7003	Junction City School District	1	Rocconi, Melissa	Middle Childhood Education, Special Ed 4-12	320	Curr/Program Adm/Sped P-12	12-13	Granted
7205	Lincoln School District	1	Huffmaster, Ivan	Middle Childhood Education	235	Physical Education, Wellness & Leisure P-8	12-13	Granted
6001	Little Rock School District	2	Gent, Pamela	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Vorwerk, Lisa	German 7-12, MS/SS, ESL	007	German P-8	12-13	Granted
4713	Osceola School District	1	Morgan, Tiffany	Dist. Adm, Elem Prin, Curr. Spec., ECE P-4, Elem K-6	302	Building Level Administrator 5-12	12-13	Granted

000000Additional Licensure Waiver Requests
2012-2013
March 2013 State Board Agenda

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
7309	Pangburn School District	1	Lolley, Paige	ECE P-4	260	Art K-6	12-13	Granted
4605	Texarkana School District	1	Bailey, Candice	Social Studies 7-12	166	English/ Language/ Arts 7-12	12-13	Denied

18	**Total # Districts Requesting Waivers this Month**	23	**Total # Waivers Requested this Month**

Total # Waivers Granted this Month	**19**
Total # Waivers Denied this Month	**4**
Total # Waivers Requested this Month	**23**

LEA	District	# Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
7301	Bald Knob School District	1	McNeil, Kelli	Library Media	Suttle, Brooke	Granted
5201	Bearden School District	1	Adams, Angelettia	Third Grade	Jones, Beverly Lois	Granted
6303	Bryant School District	5	Croy, Colton	English	Calvillo, Megan	Granted
			Dillard, Melissa	Career Orientation, Business	Campbell, Cathey, Sherri	Granted
			Elmore, Meagan	Elementary Music	Nugent, Candice	Granted
			Slack, Carl	Special Education	Skorupa, Jenny	Granted
			Stearns, Lauren	Kindergarten	Chism, Jodie	Granted
0201	Crossett School District	1	Staley, Patricia	Special Education	Covington, David	Granted
5901	Des Arc School District	2	Liles, Regina	Language Arts 7-12	Sigel, Kelly	Granted
			Zeps, Dinecia	Counselor	Barnes, Carolyn	Granted
4302	England School District	1	Dyer, Jessica	3rd Grade	Scott, Tara	Granted
7203	Fayetteville School District	1	Stevens, Jennifer	Elementary	Anderson, Tanika	Granted
2002	Fordyce School District	1	Garcia, James	Physical/Enviornmental Science	Adams, Angelettia	Granted
0503	Harrison School District	1	McCoy, DeeAnn	Third Grade	Hatch, Mary Beth	Granted
5903	Hazen School District	3	Hoover, Barbara	Vocal/Instrumental Music	Moore, Paul	Granted
			Hutson, Richard	Career Orientation	Raney, Wayne	Granted
			Smith, Billy	Special Education	Carpenter, Lindsay	Granted
1202	Heber Springs School District	1	Yielding, Elizabeth	Oral Communications	Zachrich, James	Granted
2603	Hot Springs School District	1	Gann, Dana	Media Specialist	McClay, Phyllis	Granted
	Jenkins Memorial Center (DDS Day Service)	1	Blasengame, Sandra	Special Education	Miller, Myra Belle "Sally"	Granted
0506	Lead Hill School District	1	Rogers, Jessica	3rd Grade	Manning, Dustin	Granted
	LISA Academy North Charter School	1	Spradling, Stephanie	Special Education	Henderson, Jennifer	Granted
	Little Rock Prepatory Academy	1	Shackelford, Megan	Special Education		Denied
3505	Pine Bluff School District	1	Hayes, Viola	Mathematics	Crumblin, Jamel	Granted

LEA	District	# Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
0406	Siloam Springs School District	1	Johnson, Caleb	Science 9-12	Young, Donna	Granted
7008	Smackover School District	1	Shenesey, Jonah	5th/6th Grade	Starnes, Rebekah	Granted
0104	Stuttgart School District	1	Stargell, Brandon	Mathematics	Saranie, Laura	Granted
1803	West Memphis School District	1	Young, Marion	Social Studies	Ballard, Robin	Granted

21	**# Districts Requesting Long Term Substitutes this Month**	28	**# Long Term Substitutes Requested this Month**

# Long Term Substitutes Granted	27
# Long Term Substitutes Denied	1
# Long Term Substitutes Requested this Month	28

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN RE WESLEY EUGENE PILLOW

CONSENT TO SURRENDER OF ARKANSAS TEACHING LICENSE

1. I, Wesley Eugene Pillow, surrender my Arkansas teaching license and any right to apply for renewal. I am not represented by an attorney.
2. I acknowledge that the State Board of Education's acceptance of the surrender of my license will result in its permanent revocation because Arkansas law has no provision for the mere surrender of an educator's license.
3. I waive all rights I may have under the Arkansas Administrative Procedures Act, § 25-15-101 et seq. to any further notice, hearing or appeal.

Wesley E. Pillow

2/12/13
Date

NOTICE LETTER AND ATTACHMENTS

ARKANSAS DEPARTMENT OF EDUCATION

February 12, 2013

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Danny Sample, Superintendent
Harrisburg School District
207 West Estes Street
Harrisburg, Arkansas 72432

Re: Petition for Closure of the Weiner High School (Grades 7-12) Campus
VIA REGULAR MAIL AND CERTIFIED MAIL (UPDATED)

Dear Superintendent Sample:

The Arkansas Department of Education is in receipt of the petition of the Harrisburg School District to close the Weiner High School pursuant to Ark. Code Ann. § 6-20-602(b)(2).

This letter is to notify you that the State Board of Education (State Board) will hold a hearing concerning the petition on **Monday, March 11, 2013 at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.** The State Board will conduct the hearing pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-20-602. Enclosed for your review are copies of Ark. Code Ann. § 6-20-602 and the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

You, along with any school board members and/or other representatives of your school district are requested to attend the hearing to address any questions of the State Board. Any additional materials you choose to submit to the State Board should be provided to my office **no later than 12:00 noon on Wednesday, February 20, 2013.**

Thank you for your attention to this matter. Please contact me at (501) 682-4227 should you have any questions or require additional information.

Respectfully,

Jeremy Lasiter
General Counsel

Enclosures

cc: Dr. Tom Kimbrell, Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Ms. Phyllis Stewart, State Board Liaison
Mr. Tripp Walter, Arkansas Public School Resource Center
The Honorable David Burnett, Arkansas Senate
The Honorable John Hutchison, Arkansas House of Representatives
Ms. Michelle Cadle
Ms. Greta Greeno

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A.C.A. § 6-20-602 (Copy w/ Cite) Pages: 3

A.C.A. § 6-20-602

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*** Legislation is current through the 2012 Fiscal Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** June 12, 2012. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 20 Finances
Subchapter 6 -- Local School District Isolated Funding

A.C.A. § **6-20-602** (2012)

6-20-602. Isolated schools.

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5) qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5).

(b) Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2) (A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

(a) Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

(b) State all reasons that the isolated schools or part thereof should be closed;

(c) State how the closure will serve the best interests of the students in the district as a whole;

(d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

(e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C) (i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) (i) Except under subdivision (b)(2)(D)(ii) of this section, the state board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(ii) This section shall not be construed to restrict the authority of the Department of Education and the state board otherwise granted by law.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 5; 2005, No. 1397, § 2; 2011, No. 1131, § 2.

In
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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CLOSURE OF ISOLATED SCHOOLS
September 2012

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

2.00 AUTHORITY

2.01 The State Board of Education enacted these rules pursuant to Ark. Code Ann. §§ 6-11-105, 6-13-1603, 6-20-602 and 25-15-201 et seq.

3.00 DEFINITIONS

3.01 "Affected district" means a school district that:

3.01.1 Loses territory or students as a result of an administrative annexation; or

3.01.2 Is involved in an administrative consolidation.

3.02 "Closure" means the cessation of use of an isolated school for the purpose of daily classroom instruction.

3.03 "Isolated school" means a school within a school district that:

3.03.1 Prior to administrative consolidation or annexation under Ark. Code Ann. § 6-13-1601 et seq. qualified as an isolated school district under Ark. Code Ann. § 6-20-601; and

3.03.2 Is subject to administrative consolidation under Ark. Code Ann. § 6-13-1601 et seq.

3.04 "Partial closure" means the cessation of daily classroom instruction in one or more grade levels of an isolated school. This definition does not include the cessation of daily classroom instruction in classrooms within a particular grade level.

3.05 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of an administrative annexation; and

3.06 "Resulting district" means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

4.01 Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

4.01.1 Unanimous vote of the full board of directors; or

4.01.2 A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education (State Board).

4.02 Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision 4.01.2 of these rules shall:

4.02.1 No less than thirty (30) days prior to a regularly scheduled State Board meeting, request a hearing on the matter before the State Board and file a petition to have the motion reviewed and approved by the State Board.

4.02.2 The petition shall:

4.02.2.1 Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

4.02.2.2 State all reasons that the isolated schools or part thereof should be closed;

4.02.2.3 State how the closure will serve the best interests of the students in the district as a whole;

4.02.2.4 State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

4.02.2.5 Have attached a copy of the final motion approving the closure by the local board of directors.

4.03 Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivisions 4.01.2 and 4.02 of these rules, the State Board shall have the authority to review and approve or disapprove the petition.

4.04 The State Board shall only approve a motion to close isolated schools or parts thereof under subdivisions 4.01.2 and 4.02 of these rules if the closure is in the best interest of the students in the school district as a whole.

4.05 The State Board shall not close a school if the State Board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

4.06 Except under subsection 4.07 of these rules, the State Board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivisions 4.01.2 and 4.02 of these rules.

4.07 Ark. Code Ann. § 6-20-602 and these rules shall not be construed to restrict the authority of the Department of Education and the State Board otherwise granted by law.

4.08 Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

5.00 STATE BOARD HEARING PROCEDURES – CLOSURE OF ISOLATED SCHOOLS

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

5.02 The spokesperson(s) for the petitioning school district shall have a total of fifteen (15) minutes to present the school district's remarks. The State Board may allow more than fifteen (15) minutes if necessary.

5.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of fifteen (15) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than fifteen (15) minutes if necessary.

5.04 The spokesperson(s) for the petitioning school district shall have a total of five (5) minutes to present closing remarks to the State Board. The State Board may allow more than five (5) minutes if necessary.

5.05 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school district's petition.

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

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

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

Harrisburg School District

Danny B. Sample, Superintendent
207 W. Estes St, Harrisburg, AR 72432
(870) 578-2416

BOARD of DIRECTORS
Todd Bartholomew, President
Fonda Eaton, Vice President
Greg Reddmann, Secretary
Frankie Lindsey
Jeb Bass

RECEIVED
ATTORNEY'S OFFICE

FEB 08 2013

DEPARTMENT OF EDUCATION
GENERAL DIVISION

February 8, 2013

Jeremy C. Lasiter
General Counsel
Arkansas Department of Education
#4 Capitol Mall, Room 404-A
Little Rock, AR 72201

RE: Closure of Weiner High School (Grades 7-12) Campus

Dear Mr. Lasiter:

Please find enclosed a Petition for Closure of an Isolated School (Weiner High School (Grades 7-12) Campus) of the Harrisburg School District. The Harrisburg School Board took action to close the Weiner High School campus at its regular board meeting held on December 17, 2012. This petition is filed pursuant to Ark. Code Ann. § 6-20-602 with a request to appear before the Arkansas State Board of Education at its March 11, 2013 meeting.

Please contact me if you should have any questions or concerns, or require anything further from the District. Thank you for your consideration of this request.

Sincerely,

Danny Sample
Superintendent
Harrisburg School District

cc: Dr. Thomas W. Kimbrell, Commissioner of Education

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CLOSURE OF THE
WEINER HIGH SCHOOL CAMPUS OF THE HARRISBURG SCHOOL DISTRICT IN POINSETT COUNTY

PETITION FOR CLOSURE OF A BUILDING OF AN ISOLATED SCHOOL

COMES NOW the Harrisburg School District of Poinsett County (Petitioner), acting by and through its Superintendent and the President of the Board of Directors duly authorized as indicated by their signatures below, to petition the State Board of Education to officially close the Weiner High School (Grades 7-12) campus and would hereby submit to the Board as follows:

1. Pursuant to Act 1397 of 2005, codified at Ark. Code Ann. § 6-20-602 and the Rules Governing the Closing of Isolated Schools, the Petitioner hereby submits and incorporates in this Petition as Exhibit 1 attached hereto, proof of the legally binding local board action of the Harrisburg School District Board of Directors taken on December 17, 2012 to close the Weiner High School campus as approved by a majority of the quorum present of the local board of education (a copy of the minutes of the December 17, 2012 board meeting with a copy of the final motion approving the closure attached).

2. For the most recent school year for which a full year of expenditures is available, the 2011-2012 school year, it cost the Harrisburg School District $2,593,051.88 to operate the Weiner K-12 campus, versus $2,347,706.26 in revenues attributable to the Weiner campus, resulting in a loss of $245,345.62 (See Exhibit 2). Additionally, in the 2011-2012 school year, the per student expense to Harrisburg School District for a student at the Weiner campus was $9,260.90 versus $8,127.78 for a student at the Harrisburg campus, a difference of $1,133.12 per student. The closure of the Weiner High School campus, along with the greater efficient use of existing transportation, school and classroom resources, is part of a district-wide systemic plan to operate the Harrisburg School District in the most efficient manner possible and provide a more rigorous academic program.

3. The enrollment at the Weiner High School campus has declined from 171 students in the 2009-2010 school year, to 143.37 students in the 2010-2011 school year (the first school year after the annexation of the Weiner School District into the Harrisburg School District) to 142.37 students in the 2011-2012 school year, to 134.23 students in the current 2012-2013 school year (See Exhibits 3-4). Harrisburg School District is providing all academic requirements for those 134.23 students at the Weiner campus.

4. The closure of the Weiner High School campus and the transfer of the Weiner High School students to the Harrisburg Middle School and the Harrisburg High School campus will result in increased educational opportunities for the current Weiner High School students, including but not limited to:

    - A more rigorous program for students currently attending Weiner High School;

- Pre-Advanced Placement course offerings for both grades 7 and 8 in English, Math, and Science;
- Weiner students will have more choices in class options during the instructional day in both core areas and electives; and
- Additional support services for students in grades 7 and 8 who are in need of remediation and enrichment, provided by the after school program at the Harrisburg Middle School, and funded by a 21st Century Grant.

5. It is anticipated that some of the current Weiner High School certified staff would be given the opportunity to continue to work for the District at the Harrisburg secondary campuses. In the event that staff would have to be reduced, the existing Harrisburg School District Personnel Policies would be utilized to determine the reduction in staff.

6. The Annexation Agreement (Agreement) entered into by the then-Weiner School District and the Harrisburg School District neither promised nor guaranteed the continued existence of any part of the Weiner campus. Section 6 of the Agreement states:

> *School Facilities. Both HSD* (Harrisburg School District) *and WSD* (Weiner School District) *agree that HSD will allow the Weiner School campus to continue to operate both an elementary and high school system in the HSD as long as deemed economically and educationally feasible and beneficial to the HSD as a whole as determined by the school board of directors of the HSD on a periodic review as determined by the local board; and concerning the decision to open or close either or both of the schools in the district, including a school on the current Weiner School campus.*

7. This Petition only affects the Weiner High School campus and does not affect the Weiner Elementary School campus.

8. The Petitioner submits that the transporting of Weiner High School students to the Harrisburg secondary campuses will be done in such a way as to minimize any inconvenience to current Weiner students to the fullest extent possible. The District will also provide transportation to allow the Weiner High School students to fully participate in any and all academic and extracurricular programs at the Harrisburg secondary campuses, as well as vocational offerings at the Jonesboro School District.

9. The Petitioner submits that the current facilities at the Harrisburg secondary campuses will adequately accommodate the Weiner High School students. The closure will provide equal opportunity for all secondary students in the District to have access to all programs and provide for both academic and extracurricular activities.

10. The Petitioner submits that the Petition for Closure will not negatively impact the desegregation efforts of any school district in the State, nor violate any valid court order from a court of proper jurisdiction.

11. The Petitioner submits that for the stated reasons herein and for additional reasons, the closure of the Weiner High School campus will serve the best interests of the students in the Harrisburg School district as a whole.

12. The Petitioner hereby submits to the State Board of Education and incorporates in its Petition all Exhibits referenced in this Petition.

13. The Petitioner reserves the right to submit additional information to the State Board of Education both prior to and at the time of the hearing of this Petition.

WHEREFORE, the Petitioner requests a hearing before the State Board of Education on this Petition; that after the hearing, the State Board of Education approves the closure of the Weiner High School campus; that the Weiner High School students be transferred to the Harrisburg secondary campuses as of July 1, 2013 and that the State Board of Education issue an Order to do so and that this Order be filed with the County Clerk of Poinsett County, Arkansas.

Respectfully submitted,

Harrisburg School District
Poinsett County

By: _____ 2-7-2013
Superintendent Date

_____ 2-7-13
Board President Date

A meeting of the Board of Education of HARRISBURG School District. No. 6

MINUTES OF BOARD OF EDUCATION

No.	Regular Kind of Meeting	Central Office Meeting Place	5:00 p.m. Time	Dec. 17 Date	2012 Year

MEMBERS	PRESENT	ABSENT
Todd Bartholomew Presiding Officer		
Fonda Eaton		
Jeb Bass		
Frankie Lindsey		
Greg Reddmann		
Danny Sample, Superintendent		

Attendance: Todd Bartholomew, Fonda Eaton, Jeb Bass, Greg Reddmann and Frankie Lindsey were present.

Guests Present: Reed Westerman, Penny Webb, Brian Mack, Sherry Henderson, Jaden Malone, Trisha Westerman, Cheryl Malone, Kenny Walker, Brad Malone, Pat King, Blake Powell, Pam Lewis, Shirly McGinnis, Brenda VanAuken, Wayne McGinnis, Ina Raye Hurdle, Melanie Johnson, Carol Little, Whitney Webb, Lindsey Parker, Helen Mead, Karla Garrison, Robert L. Wright, Kelly Mack, Lori Howton, Sandra Eastin, Phil Parker, Steve Eastin, Stephanie Gray, Lisa Curtis, Anita Toney, Gary Toney, Emaly Stonecipher, Sherry Richmond, Danny Richmond, Jacquie Dubrava, Curtis Sanders, Janice Pugh, Ronda Reddman, Hunter Lewis, Kaci Mack, Lexi Smith, Monica Moore, Vicki Faulkner, Michael Graham, Robert Rowland, Ricky Faulkner, Greta Greeno, Steve Rorex, Arthur Booth, Jamie Bartholomew, Misty Burnett, William Burnett, Isaiah Burnett, Gloria Norman, Shay Bland-Ford, Cathy J. Spiegel, Adam Blandford, Cindy Armstrong, Rachel Chestman, Pam Hogue, Jeannette Alstadt, Daniel Howton, Michelle Cadle, Cori Hammond, Kim Dennis, Patricia Hesse, Tracy Householder, Dan Doyle, Kerri Faulkner, Karli Saracini, Tim Murphy, Kathy Murphy, Teressa Parker, Walter Norris, Mary Norris, Paul Rowton, Hollie Adams, Kathryn Ozbun, Betty Caughron, Michelle Chappell, Ricky Caughron, Laura Cook, Greg Henry, Terri Brown, Amy Wallace, Tara Harrelson, AmberCarvell, Wesley Hooper, Randy Mills, Doug Worley, and Vanessa Hall.

Consent Agenda: The consent agenda was approved consisting of November 12, 2012 regular meeting minutes, November bills and financials.

Action Agenda:

AMO Report: Principals from each campus gave a report on Annual Measurable Objectives. No action was taken.

Personnel: The Board went into executive session at 5:08 p.m. to discuss personnel. They returned to regular session at 5:24 p.m. Frankie Lindsey made the motion to accept the resignations of James Meridith and Stacy Meridith. Fonda Eaton seconded the motion. Motion carried 5-0.

Facility Use Waiver: Fonda Eaton moved to allow a facilities use waiver for the Poinsett County 4-H Club banquet. Frankie Lindsey seconded the motion and the motion carried 5-0.

Student Transfer:	A petition for transfer of students was presented to the Board for consideration. Jeb Bass motioned to decline the transfer; Fonda Eaton seconded; motion carried 5-0.
Transition of Grades 7-12 Weiner Campus:	Discussion was held regarding the transition of grades 7-12 from Weiner Campus to Harrisburg campus. After having considered the information provided (fiscal, academic, transportation, standards for all accreditation and other pertinent information), the Harrisburg Board of Directors hereby determines that it is in the best interest of the students of the Harrisburg School district and all students concerned to close Weiner High School (Grades 7 – 12) campus, and that the Superintendent be granted the authority to petition the state Board of Education to close the Weiner High School and transfer the High School's students to the appropriate School District's campus(es) in Harrisburg effective July 1, 2013. Jeb Bass made the motion to move forward with the transition; Greg Reddmann seconded. Motion carried 4-1 with Todd Bartholomew voting against.
Adjourn:	With no further business to discuss, Jeb Bass made the motion to adjourn the meeting at 5:38 p.m., Frankie Lindsey seconded the motion. Motion carried 5-0.

TODD BARTHOLOMEW, PRESIDENT

GREG REDDMANN, SECRETARY

DANNY B. SAMPLE, SUPERINTENDENT

After having considered the information provided (fiscal, academic, transportation, standards for accreditation and other pertinent information), the Harrisburg Board of Directors hereby determines that it is in the best interest of the students of the Harrisburg School District and all students concerned to close the Weiner High School (Grades 7-12) campus, and that the Superintendent be granted the authority to petition the state Board of Education to close the Weiner High School and transfer the High School's students to the appropriate School District's campus(es) in Harrisburg effective July 1, 2013.

HARRISBURG SCHOOL DISTRICT		
2011-2012 SCHOOL YEAR		
	Weiner	**Harrisburg**
	FY 12	**FY 12**
ADM	**280**	**1093**
Foundation Aid Funding	$ 6,267.00	$ 6,267.00
Total Foundation Funding	$ 1,754,760.00	$ 6,849,831.00
State Share of Foundation Aid	$ 759,883.72	$ 5,560,487.21
Taxes on 25 Mills	$ 994,876.28	$ 1,289,343.79
Local Taxes on 39.9 Mills	$ 1,587,822.54	$ 1,830,868.18
Local above Foundation Funding	$ 592,946.26	$ 541,524.39
Local Taxes plus State Share	$ 2,347,706.26	$ 7,391,355.39

EXPENDITURES

DESCRIPTION OF EXPENDITURES	WEINER CAMPUS	HARRISBURG CAMPUS	DISTRICT TOTALS
Certified Personel	$ 1,312,147.53	$ 3,745,288.47	$ 5,057,436.00
Classified Personel	141,799.48	377,427.78	519,227.26
Employee Benefits	360,777.74	981,902.19	1,342,679.93
Purchased Professional/Technical Services	104,692.08	302,046.22	406,738.30
Purchased Property Services	16,033.07	37,879.85	53,912.92
Other Purchased Services	26,382.71	71,351.63	97,734.34
Supplies/Materials	118,287.23	344,179.24	462,466.47
Equipment	7,543.43	75,110.65	82,654.08
Other Objects	2,028.00	6,762.00	8,790.00
Non-bonded debt payments	-	57,398.16	57,398.16
Bonded debt payments	103,532.50	293,028.26	396,560.76
Maintenance and operation	399,828.11	2,591,292.39	2,991,120.50
Total Expenditures	$ 2,593,051.88	$ 8,883,666.84	$ 11,476,718.72
PER ADM COST	$ 9,260.90	$ 8,127.78	$ 8,358.86

Note: The expenditures do not include any federal program expendiures or funding.

EXHIBIT 7

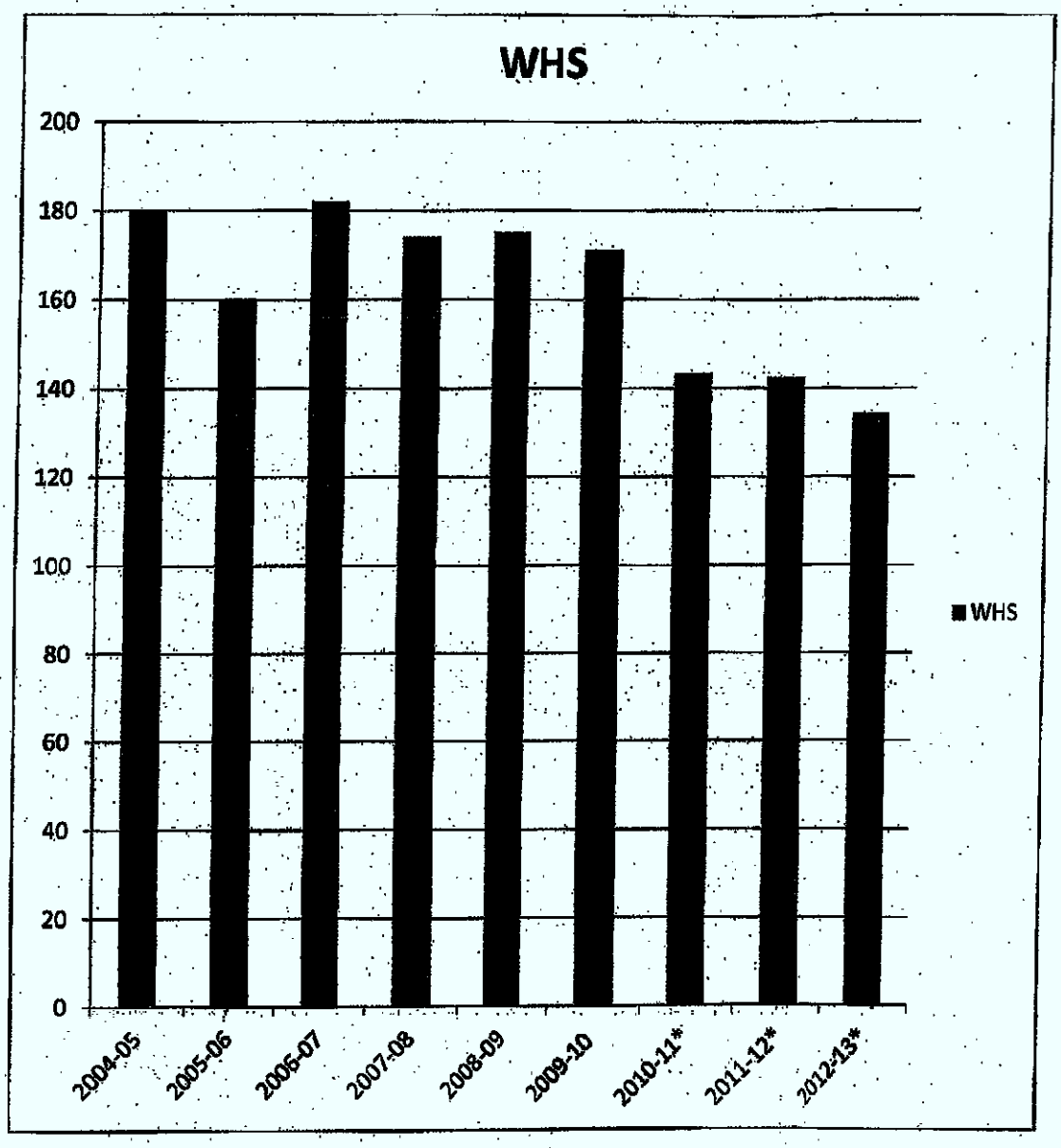
Harrisburg / Weiner
Historical Demographic Data

Year	HES	HMS	HHS	Hbg Campus	WES	WHS	Weiner Campus	Total
2004-05	427	358	302	1087	185	180	365	
2005-06	427	338	327	1092	191	160	351	
2006-07	435	325	331	1091	176	182	358	
2007-08	448	330	340	1118	166	174	340	
2008-09	446	341	350	1137	161	175	336	
2009-10	445	354	340	1139	152	171	323	
2010-11*	406.57	349.61	355.07	1111.25	153.43	143.37	296.80	1408.05
2011-12*	387.93	332.55	362.00	1082.48	138.80	142.37	281.62	1364.10
2012-13*	403.00	363.66	347.98	1114.64	128.47	134.33	262.80	1377.44
* ADM Counts are used for Annexed Years								
* Data for Current Year is 1st Quarter ADM								

EXHIBIT
3

Source:
https://adedata.arkansas.gov/statewide/Districts

EXHIBIT


WHS
200
180
160
140
120
100
80
60
40
20
0
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11*
2011-12*
2012-13*
WHS

MATERIALS SUBMITTED BY WEINER COMMUNITY GROUP

February 18, 2013

Jeremy C. Lasiter
General Counsel
Arkansas Department of Education
#4 Capitol Mall, Room 404-A
Little Rock, AR 72201

RE: Closure of Weiner High School (Grades 7-12) Campus

Dear Mr. Lasiter:

Please find enclosed copies of documentation we believe will be relevant in the hearing before the State Board of Education regarding the possible closure of Weiner High School (Grades 7-12) of the Harrisburg School District. We, the spokespersons opposing this petition, reserve the right to submit additional information to the State Board of Education both prior to and at the time of the hearing of this Petition.

We respectfully request that the State Board of Education consider allocating additional time at a subsequent hearing if the issues raised require more thoughtful consideration. Please contact us if you should have any questions or concerns, or require anything further from us. Thank you for your attention regarding this matter.

Sincerely,

Michelle Cadle
P.O. Box 151
Weiner, AR 72479
chellelig@gmail.com
870-253-2617

Greta Greeno
5950 Mallard Pond Lane
Fisher, AR 72429
tgreeno@ricebelt.net
870-897-0857

Ray Keller
ray@raykeller.com
870-926-4442

Gary Sitzer
gsitzer@aim.com
870-761-0434

RECEIVED
ATTORNEY'S OFFICE
FEB 20 2013
DEPARTMENT OF EDUCATION
GENERAL DIVISION

Documentation

in

Support

of

Weiner High School

Fiscal Year 2012

Local Revenues

Harrisburg (25 mills) $1,289,343.79 + (35.50%) $541,524.39 = $1,830,868.18

Weiner (25 mills) $994,876.28 + (39.90%) $592,946.26 = $1,587,822.54

Total Revenues

Harrisburg $7,391,355.39

Weiner $2,347,706.26

Per Pupil Spending

Harrisburg $8238.89 (x1093 students) Total $9,005,106.77

Weiner $9008.61 (x280 students) Total $2,522,410.80

Actual Deficit Spending Per Pupil

Harrisburg $1476.44 (x1093 students) Total $1,613,748.92

Weiner $623.94 (x280 students) Total $174,703.20

Please note these figures do not include the >$400,000.00 Weiner School District surplus the Harrisburg School District received upon annexation. Nor does it include the $2.7 million in annexation incentive funds.

	FY 10	FY 10	FY 11	FY 11	FY 12	FY 12
ADM	342	1145	282	1162	280	1,093
Foundation Aid Funding	$ 5,905.00	$ 5,905.00	$ 6,144.00	$ 6,144.00	$ 6,267.00	$ 6,267.00
Total Foundation Funding	$ 2,019,510.00	$ 6,761,225.00	$ 1,732,608.00	$ 7,139,328.00	$ 1,754,760.00	$ 6,849,831.00
State Share of Foundation Aid	$ 1,105,659.00	$ 5,535,292.75	$ 789,858.65	$ 5,886,471.35	$ 759,883.72	$ 5,560,487.21
Taxes on 25 Mills	$ 913,891.19	$ 1,225,932.25	$ 942,749.35	$ 1,252,856.65	$ 994,876.28	1,289,343.79
Local Taxes on 39.9 Mills/35.5 M	$ 1,451,990.00	$ 1,740,823.79	$ 1,504,627.96	$ 1,779,056.44	$ 1,587,822.54	1,830,868.18
Local above Foundation Funding	$ 538,098.81	$ 514,891.54	$ 561,878.61	$ 526,199.79	$ 592,946.26	$ 541,524.39
Local Taxes plus State Share	$ 2,557,649.00	$ 7,276,116.54	$ 2,294,486.61	$ 7,665,527.79	$ 2,347,706.26	$ 7,391,355.39
EXPENDITURES						
Teacher Salary	1,511,343.44	3,821,960.65	1,253,998.45	4,660,171.59	1,262,147.53	4,149,435.42
Benefits	377,835.86	955,490.16	313,499.61	1,165,042.90	315,536.88	1,037,358.86
Total Teacher salary and benefit	1,889,179.30	4,777,450.81	1,567,498.06	5,825,214.49	1,577,684.41	5,186,794.28
Classified Salary	432,381.00	975,451.83	304,893.49	1,190,772.97	301,129.37	1,218,454.14
Benefits	108,095.25	243,862.96	76,223.37	297,693.24	75,282.34	304,613.54
Total classifed salary and benefit	540,476.25	1,219,314.79	381,116.86	1,488,466.22	376,411.71	1,523,067.68
Purchase services	145,047.00	527,182.61	52,189.31	228,990.07	51,545.00	291,768.88
Staff Dev	22,682.00	98,162.74	12,337.24	80,182.22	12,184.93	103,649.95
Tech repairs		50,119.09	14,247.42	74,530.76	14,071.53	42,776.27
Supplies	114,856.00	244,080.37	41,472.42	184,420.46	40,960.41	110,324.80
Textbooks	21,325.98	42,882.73	30,049.65	62,535.35	44,493.48	154,700.71
Tech supplies	2,628.43	22,443.52	10,392.81	29,857.88	10,264.50	26,928.78
Tech equipment	12,357.57	91,093.19	7,637.72	45,723.81	7,543.43	73,374.73
Other Instruction	123,732.88	267,603.13	56,118.83	357,091.91	55,426.00	333,679.64
Total non payroll Instruction	442,629.86	1,343,567.38	224,445.40	1,063,332.46	236,489.28	1,137,203.76
Electricity M/O	66,914.78	179,224.99	65,900.31	173,835.44	65,086.73	180,919.90
Water M/O	8,536.62	14,292.63	9,686.05	17,511.40	9,566.47	14,752.45
Santation M/O	5,364.35	4,750.26	4,369.65	8,274.04	4,315.70	7,023.16
Natural Gas M/O	25,120.87	51,164.63	22,826.03	49,259.39	22,544.23	38,892.77
Repairs M/O		50,675.24	7,652.83	28,271.66	7,558.35	43,494.91
Property Insu M/O	33,950.50	53,795.00	21,594.45	54,024.55	21,327.85	52,527.15
Telephone M/O	9,588.33	21,194.11	4,403.24	24,850.12	4,348.88	26,803.89
General Sup M/O	47,497.16	96,510.89	41,553.33	78,489.45	41,040.33	71,156.84
Transportation(excluding gasoline, salaries,benifits)		149,612.03		127,243.11		160,733.35
Gasoline M/O	24,383.00	45,556.04	34,999.64	66,703.65	34,567.55	58,955.77
Other M/O	68,985.00	52,851.75	18,160.20	97,363.18	17,936.00	106,224.27
Total maint and operation(non-p	290,340.61	719,627.57	231,145.74	771,003.02	228,292.09	761,484.46
Debt Service	103,630.50	418,041.50	78,816.50	389,177.78	103,532.50	396,560.76
Total Salaries/benefits/instructic	$ 3,266,256.52	$ 8,478,002.05	$ 2,483,022.56	$ 9,537,193.96	$ 2,522,410.00	$ 9,005,110.93
Weiner campus ADM					280.00	
Per ADM Weiner campus					$ 9,008.61	
Total FY 11-12 non-federal expenditures					$ 11,527,520.93	
Lee: Weiner campus cost					(2,522,410.00)	
Harrisburg campus					$ 9,005,110.93	
ADM 1373 less 280 Weiner campus					1,093	
Per ADM Harrisburg campus					$ 8,238.89	
Weiner campus cost in excess of Harrisburg campus per ADM FY 12 year					$ 769.71	

Fiscal Cuts at the Weiner Campus

In order to cut cost on the Weiner Campus, the following positions were eliminated between the 2011-2012 SY and the 2012-2013 SY

3 Certified staff positions (HS Coach, HS Remediation teacher, Elementary teacher)

1 Para Professional (classified staff) that worked at both HS & Elem.

Athletics

- Weiner HS has one certified coach that coaches Girls/Boys basketball 7-12 along with Softball, Jr. & Sr. boys and girls track
- A secretary coaches Tennis
- English teacher coaches Bowling
- Business teacher coaches Golf
- Registered volunteer coaches baseball
- ~~Library~~ Aide coaches Cheer

We offer 2 Archery teams, Middle School (gr 7-8) & High School (gr 9-12). Archery is coached by a volunteer teacher.

Additional Information:

Sports offered at the Weiner High School campus:

- Archery
- Baseball
- Basketball
- Bowling
- Golf
- Softball
- Tennis
- Track

Harrisburg offers Volleyball and Football to any students from the Weiner campus who wish to participate. Last year 1 student played with the volleyball team. None are participating this year. This year 4 students began participating with the football team. Of the 4, only 1 continued to play throughout the entire season.

Course Offerings

Harrisburg HS offers the following courses that are not offered at Weiner HS:
Number of students participating are in ( ).
(All figures at Harrisburg are based on information provided)

- Contemporary American History (18)
- ROTC
- Anatomy /Physiology (15)
- Critical Reading (32)
- Theater Performance (0)
- Italian I (14)
- Chinese (9) HS (50) MS 5th - 8th grades
- AP Environmental Science (?)
- **College Concurrent Classes:**
- English 12th grade (8)
- Word Processing (10)
- HVACRI (3)

Weiner High School offers the following courses that are not offered at Harrisburg HS:

- World Geography (6 enrolled)
- AP Biology (7 enrolled)
- **College Concurrent Classes offered through ASU Newport:**
- College Algebra (11 enrolled)
- Accounting (8 enrolled)
- Digital Communications (15 enrolled)
- Micro-Information Systems (10 enrolled)
- Survey of Fine Arts – Visual (7 enrolled)
- Survey of Fine Arts – Musical (6 enrolled)

EVIDENCE OF OPPORTUNITIES FOR ACADEMIC EXCELLENCE AT WEINER HIGH SCHOOL

- **Weiner High School has consistently had a high percentage of students enrolled in Advanced Placement classes**

CAMPUS COMPARISONS showing: number enrolled in AP class/number in class/percentage

(All figures at Harrisburg based on information provided)

Weiner High School		Harrisburg High School	
Course	Enrollment	Course	Enrollment
AP English Lit (12th gr)	9/22 (41%)	AP English Lit (12th gr)	5/78 (6%)
AP Eng. Comp (11th gr)	8/18 (44%)	AP Eng. Comp (11th gr)	22/80 (28%)
Pre-AP Eng. II (10th gr)	12/25 (48%)	Pre-AP Eng. II (10th gr)	12/72 (17%)
AP Calculus (12th gr)	2/22 (9%)	AP Calculus (12th gr)	5/78 (6%)
AP US History (11th)	8/18 (44%)	AP US History (11th)	25/80 (31%)
AP Biology (11th)	7/18 (39%)	AP Env. Science (?)	
G.T. Pull out (7th gr)	8/23 (34%)		
G.T. Pull out (8th gr)	10/25 (40%)		

Harrisburg Middle School offers Pre AP in core courses with the highest percentage enrolled in 8th grade Pre AP English (19%). Weiner High School does not list classes at the 7th & 8th grade level as "Pre AP," although ALL core teachers (Math, Science, English, Social Studies) are AP trained, incorporating those strategies in their classroom for all students. What we offer in place of the Pre-AP labeled classes is a pull out G.T. program for students in Grades 2-12.

Weiner High School identified gifted and talented students are served in a weekly (100 minutes) gifted and talented seminar class taught by a licensed G.T. teacher. This program has been designated as a state Exemplary Program three years. The Weiner G.T. program was featured in the January 2013 issue of "Teaching for High Potential," the national publication of the National Association for Gifted Children, which highlighted the program's service to secondary students. The program facilitator received the AGATE (Arkansans for Gifted and Talented Education) Challenger Award and was named this year's (2013) winner of AGATE's top award, The Martha Ann Jones-Norton Service Award which honors and recognizes outstanding service to the organization. The program has been commended for seeking to identify underserved populations –especially lower socioeconomic students, twice exceptional students, gifted underachievers, and highly creative students who often are overlooked in

traditional gifted programs. The program involves students in affective development, creative thinking and production, service learning, and communication skills in addition to critical thinking. This past year's program evaluation among high school students revealed a common thread summed up in one student's statement: "AP has prepared me for college, but G.T. has prepared me for life." Identified students in grades 7-12 at the Harrisburg campus do not have access to a gifted and talented program; their students are strictly served through PreAP and AP. Weiner identified students are served through both.

Harrisburg High School also offers:
Pre AP World History (21 students)
Pre AP English 9 (17/109 or 16% enrolled)
Pre AP Biology (8 students) not sure of grade

Harrisburg Middle School offers:
Pre AP Math 7 (15/94 16%)
Pre AP Math 8 (11/86 13%)
Pre AP English 7 (16/94 17%)
Pre AP English 8 (16/86 19%)
Pre AP Science 7 (16/94 17%)
Pre AP Science 8 (14/86 16%)

Harrisburg Seniors 2013 GPA at end of JR Yr.		Weiner Seniors 2013 GPA at end of JR Yr.
4	1	2
3.7-3.99	3	1
3.3-3.69	7	2
3.0-3.29	10	4
2.7- 2.99	10	6
2.4-2.69	8	1
2.1-2.39	8	5
1.8-2.09	16	1
1.5-1.79	9	0
1.3-1.49	5	0
1.2	3	0
39 students out of 80 had a 2.4 GPA or better 48%		16 students out of 22 had a 2.4 GPA or better 73%

Harrisburg Seniors 2013 Highest ACT	# of students	Weiner Senior 2013 Highest ACT
Not Taken Test	8	0
Score 11	2	0
Score 12	4	0
Score 13	5	2
Score 14	7	2
Score 15	7	2
Score 16	3	3
Score 17	11	1
Score 18	6	1
Score 19	8	2
Score 20	5	2
Score 21	5	2
Score 22	3	0
Score 23	3	0
Score 24	3	1
Score 25	3	0
Score 26	0	0
Score 27	0	0
Score 28	1	1
Score 29	0	0
Score 30	0	0
Score 31	1	1
32 students out of 85 scored 19 or above 38%		9 students out of 21 scored 19 or above 43%

In 1883, Weiner's school district began with a one-room schoolhouse. A two-story brick building replaced it in 1915. Other Weiner School District facilities and buildings have been built, razed, and remodeled throughout the years. In the 1940s, nearby rural schools and the high schools of Waldenburg and Fisher (Poinsett County) were incorporated into the district during statewide consolidations. In 1964, the school was integrated with the admittance of the town's African-American students, who had been attending Booker T. Washington School in Jonesboro. The district also gained students when the local Catholic school closed in 1972. (St. Anthony's Catholic School had been established in 1920 and served students through the eighth grade.) Weiner's school activities have always been closely connected to the community, especially its Cardinals basketball tradition. Based on academic achievement, the district received a Golden Apple Award in 2004 as one of the state's top ten schools. The school's enrollment for 2007 through 2009 averaged 344 students. Because of the mandated 350 students required under Act 60 of 2003, 2009–10 marks the last year of operation for the Weiner School District, which will be administratively annexed with Harrisburg (Poinsett County). Both Weiner Elementary and Weiner High School will remain in operation within the Harrisburg School District for as long as it proves financially and academically feasible.

In 2004, Weiner School District received the Golden Apple Award (Top 10 school in Arkansas)

Weiner Schools' graduation rate is 100% and a 0% dropout rate.

Weiner Schools test scores are consistently higher than state average scores.

Weiner Elementary is an Arkansas School of Excellence.

The towns of Fisher, Weiner and Waldenburg represent the highest percentage of persons with a bachelor's degree, and Weiner leads the category of persons with a graduate degree. (source: Poinsett County Powering Rural Development Report)

In 2010, the 11th grade tied for the highest public school literacy score in the state.

In 2012, the 7-12th grades tied for 13th place in literacy scores in Arkansas.

In 126 years, the Weiner School District was never in academic or fiscal distress.

Weiner Schools have produced many successful students, which contribute greatly to our society.

We also have some of the best teachers in the state. This year, the **FCCLA teacher, Patricia Carroll,** has received the Outstanding New Career & Technical Teacher Award for the district. She also received the Arkansas Association for Career & Technical Education Award for Arkansas. She is now up for the regional award in April.

Patricia Hesse, Gifted & Talented Director, has received the Regional Finalist for Arkansas Teacher of the Year, United States Holocaust Memorial Museum Teacher Fellow, Milken National Educator, Arkansas Rural Education Teacher of the Year, Christa McAuliffe Fellow (national award representing Arkansas), Arkansas State University Outstanding Alumni Award, Japan Fulbright Memorial Fund Program participant, Fulbright Group Projects Abroad to Eastern Europe participant, recipient of two Arkansas Humanities grants, and the AGATE (Arkansans for Gifted and Talented Education) Challenger Award and was named this year's (2013) winner of AGATE's top award, The Martha Ann Jones-Norton Service Award which honors and recognizes outstanding service to the organization.

Mrs. Hesse has served 3 years on the State Recognition Committee and the Arkansas State University College of Education Advisory Committee. Our gifted and talented program received the State Exemplary Program Award three different years. The Weiner G.T. Program was featured in the January 2013 issue of "Teaching for High Potential," the national publication of the National Association for Gifted Children, which highlighted the program's service to secondary students.

Ben Gunty, Jr. High English, was chosen as a Mississippi-Arkansas Delta 2013 Regional Semi-Finalist for the Sue Lehmann Excellence in Teaching Award. Each year, the regional staff selects 10-15 teachers in their second year of teaching to be recognized in the following areas:

- Students will emerge from this classroom on an enduring trajectory filled with opportunities for success in college and in life.
- Students are on a mission - working hard, with passion, joy, and urgency to a goal for which they take deep ownership.
- Students are engaging with and mastering the content and skills needed to be on a path for college.
- The teacher is developing into an inspired, trans-formative leader for educational equity, both ~~for today and~~ for the long-term.

From that pool of 10-15 teachers, 3 are selected to compete nationally for the Sue Lehmann Excellence in Teaching Award.

We wish him the best and hope his endeavors will be recognized at the national level.

Other state-wide awards will be received in the near future, but have not been officially announced at this date.

In addition to our high academic achievements, our students are very accomplished in sports as well. The following is this years accolades.

Golf
1 student 1st in District, All Conference, & All State.

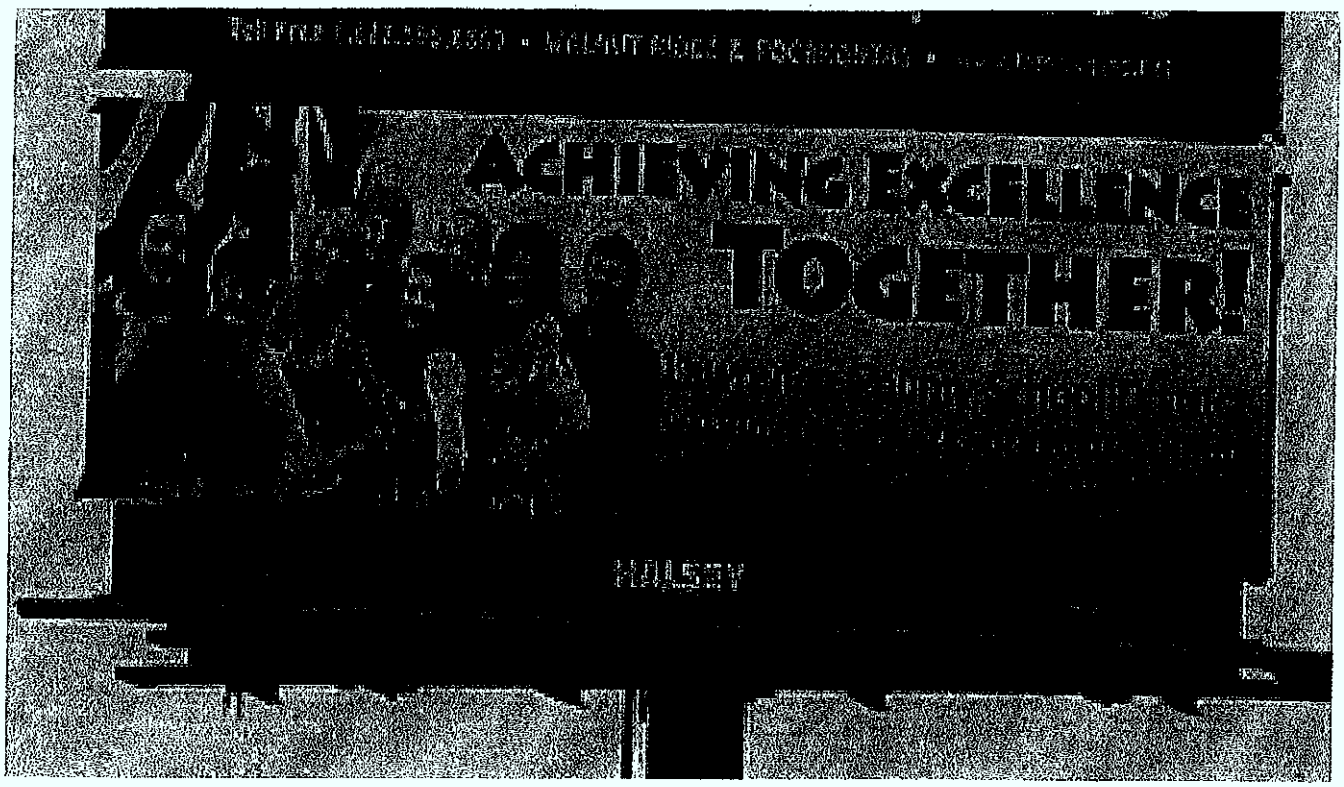
Bowling
Boys-3rd at Conference, 9th at state, & 1 boy All Conference.
Girls-3rd at conference, 7th at state, 2 girls All Conference & 1 All State.

Tennis
Boys teams-1st & 2nd in doubles.
Girls teams-2nd in doubles & 3rd in singles at District.
Out of 6 teams, 4 advanced to state.

Archery
Both archery teams advanced to the Regional Tournament.

Softball
2 returning All State players.

Basketball
Jr. High Boys-2 All Conference players.
Jr. High Girls-Pre-Holiday Runners Up, Conference Runners Up, District Runners Up & 4 All Conference players.
Sr. High Boys-Kell Classic Sportsmanship Award, Conference & District Runners Up. Have advanced to the Regional Tournament.
1 Kell All-Tournament Team & All Conference player.
Sr. Girls-Pre-Holiday Runners Up, Kell Classic Runners Up, Conference Champions, & District Runners Up. Have advanced to the Regional Tournament.
3 All NEA & All Conference players.



Above, Lawrence County School District (Walnut Ridge & Black Rock Schools) working together to promote unity and advertise both schools.

Below, Harrisburg School District, the only choice. Weiner is invisible in any advertisements or promotion of unity between the schools.

VOTE

AGAINST

The Proposed Millage

OF HARRISBURG SCHOOL DISTRICT

At this time, the
Harrisburg School District

DOES NOT

need a millage increase!
So get out and vote

AGAINST

this millage!

Everyone Needs to Vote!

PAID POLITICAL AD BY BARRY MASSENGILL, SECRETARY HARRISBURG SCHOOL BOARD

Combined district looks for uniform property tax rate

BY MICHAEL WILKEY
SUN STAFF WRITER

HARRISBURG — Patrons of the Harrisburg School District and the former Weiner School District will go to the polls Tuesday to determine a uniform tax rate for the combined district.

Harrisburg consolidated with the former Weiner district on July 1, and the combined school began its school year Aug. 19.

If voters from the combined district approve the plan, the Harrisburg property tax rate would be 39.9 mills — 10.5 mills for debt service and 29.4 mills for maintenance and operation of the schools. Harrisburg district patrons now pay 35.5 mills for schools.

The 39.9-mill rate would match the rate already paid by residents who live in the former Weiner district.

If approved, the money raised would go toward the district's operating budget, Harrisburg Superintendent Danny Sample said.

If voters say no, both Harrisburg and Weiner patrons will pay what they currently pay — 35.5 for...

PLEASE SEE HARRISBURG, A11

HARRISBURG: Official wants to wait on increase

FROM PAGE A10

Harrisburg and 39.9 for Weiner.

Sample said he believes the combined districts are rushing into a single tax rate without considering the current rates.

"We need a year to gather information on the existing millage and its effect on the budget," Sample said.

He said leaving the property tax rates as they are will give school officials a better idea of what a tax rate would be in the future for the combined district.

Sample said residents in Harrisburg, Fisher, Waldenburg and Weiner have supported property tax votes in the past, noting residents there have wholeheartedly supported their schools and their programs.

There has been a lot of feedback from residents about the election, Sample said.

The superintendent has visited local civic groups over the past few weeks to talk about the election.

There are three polling sites for the election Tuesday — the Harrisburg Fine Arts Center, Fisher City Hall and the old Weiner Fire Station.

Early voting continues until 5 p.m. Monday at the Poinsett County Courthouse in Harrisburg.

mwilkey@jonesborosun.com

Attention: Commissioner

February 4, 2013

Four Capitol Mall
RM #403A
Little Rock, AR 72201

Dear Dr. Kimbrell,

We are writing to request to be added to the State Board of Education agenda on March 11, regarding the possible closure of the 7-12 Weiner Campus in the Harrisburg School District. Speaking on the behalf of the patrons of the former Weiner School District are as follows: Todd Bartholomew, Greta Greeno, Michelle Cadle, Rick Bormann, Gary Sitzer and Ray Keller.

Please feel free to contact us at your convenience. We appreciate your time in this matter.

Michelle Cadle

Michelle Cadle
chellelig@gmail.com
P.O. Box 151
Weiner, Arkansas 72479

or

Greta Greeno

Greta Greeno
tgreeno@ricebelt.net
5950 Mallard Pond Lane
Fisher, Arkansas 72429

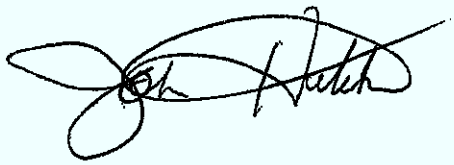
February 8, 2013

Dr. Tom Kimbrell
Four Capitol Mall
Room #403A
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to request to be added to the State Board of Education agenda on March 11, 2013, regarding the possible closure of the 7-12 Weiner Campus in the Harrisburg School District. I will be speaking on the behalf of the patrons of the former Weiner School District.

Thank You in Advance,



Representative John Hutchison

ENROLLMENT DATA

Harrisburg School District Enrollment (2009-Present)
Source: ADE Data Center

2012-2013

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602000	HARRISBURG SCHOOL DISTRICT	1	0	39	47	2	1	1287	1377

2011-2012

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602000	HARRISBURG SCHOOL DISTRICT	5	0	31	44	2	1	1282	1365

2010-2011

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602000	HARRISBURG SCHOOL DISTRICT	5	0	23	44	2	5	1306	1385

2009-2010

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602000	HARRISBURG SCHOOL DISTRICT	5	0	25	29	1	4	1075	1139

Harrisburg School District Enrollment by Grade (2009-Present)
Source: ADE Data Center

2012-2013

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
105	100	105	89	98	99	125	110	114	128	102	99	103	0	0	1377

2011-2012

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
94	108	87	98	92	124	109	113	106	123	104	109	98	0	0	1365

2010-2011

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
102	94	94	97	123	112	118	111	108	128	104	110	84	0	0	1385

2009-2010

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
83	80	89	101	92	92	93	86	83	87	92	82	79	0	0	1139

Harrisburg High School Enrollment (2009-Present)
Source: ADE Data Center

2012-2013

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602007	HARRISBURG HIGH SCHOOL	1	0	8	4	1	1	328	343

2011-2012

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602007	HARRISBURG HIGH SCHOOL	5	0	8	4	2	1	314	334

2010-2011

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602007	HARRISBURG HIGH SCHOOL	5	0	7	8	2	4	306	332

2009-2010

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602007	HARRISBURG HIGH SCHOOL	5	0	5	8	0	3	319	340

Weiner High School Enrollment (2009-Present)
Source: ADE Data Center

2012-2013

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602032	WEINER HIGH SCHOOL	0	0	0	7	0	0	128	135

2011-2012

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602032	WEINER HIGH SCHOOL	0	0	0	3	0	0	140	143

2010-2011

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5602032	WEINER HIGH SCHOOL	0	0	0	6	0	1	135	142

2009-2010

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5607032	WEINER HIGH SCHOOL	0	0	1	6	2	1	161	171

Harrisburg High School Enrollment by Grade (2009-Present)
Source: ADE Data Center

2012-2013

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	0	0	109	72	80	82	0	0	343

2011-2012

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	0	0	95	82	82	75	0	0	334

2010-2011

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	0	0	106	81	81	64	0	0	332

2009-2010

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	0	0	87	92	82	79	0	0	340

Weiner High School Enrollment by Grade (2009-Present)
Source: ADE Data Center

2012-2013

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	21	25	19	30	19	21	0	0	135

2011-2012

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	27	16	28	22	27	23	0	0	143

2010-2011

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	21	27	22	23	29	20	0	0	142

2009-2010

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
0	0	0	0	0	0	0	24	27	34	38	19	29	0	0	171

DISTRICT AND SCHOOL REPORT CARDS

2011 District REPORT CARD
for
HARRISBURG SCHOOL DISTRICT

INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Three Literacy						
Combined Population	95% or Greater	12	8.7	33.7	45.7	79.3
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	11.4	8	35.2	45.5	80.7
Economic Disadvantaged	95% or Greater	12.4	9	32.6	46.1	78.7
Students with Disabilities	95% or Greater	52.4	14.3	23.8	9.5	33.3
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	10.4	14.6	31.3	43.8	75
Male	95% or Greater	13.6	2.3	36.4	47.7	84.1
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Three Mathematics						
Combined Population	95% or Greater	4.3	10.9	23.9	60.9	84.8
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.4	10.2	23.9	62.5	86.4
Economic Disadvantaged	95% or Greater	4.5	11.2	23.6	60.7	84.3
Students with Disabilities	95% or Greater	14.3	33.3	33.3	19	52.4
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	6.3	12.5	29.2	52.1	81.3
Male	95% or Greater	2.3	9.1	18.2	70.5	88.6
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Four Literacy						
Combined Population	95% or Greater	5.2	19.1	35.7	40	75.7
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	5.6	18.7	33.6	42.1	75.7
Economic Disadvantaged	95% or Greater	5.6	20.4	36.1	38	74.1
Students with Disabilities	95% or Greater	31.6	42.1	15.8	10.5	26.3
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	3.3	11.5	32.8	52.5	85.2
Male	95% or Greater	7.4	27.8	38.9	25.9	64.8
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Four Mathematics

Combined Population	95% or Greater	7.8	14.8	33	44.3	77.4
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	8.4	12.1	33.6	45.8	79.4
Economic Disadvantaged	95% or Greater	8.3	15.7	33.3	42.6	75.9
Students with Disabilities	95% or Greater	36.8	21.1	31.6	10.5	42.1
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	6.6	13.1	34.4	45.9	80.3
Male	95% or Greater	9.3	16.7	31.5	42.6	74.1
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Literacy						
Combined Population	95% or Greater	8.6	21	42.9	27.6	70.5
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	9.2	20.4	43.9	26.5	70.4
Economic Disadvantaged	95% or Greater	9	22	42	27	69
Students with Disabilities	95% or Greater	46.7	26.7	20	6.7	26.7
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	4.4	15.6	37.8	42.2	80
Male	95% or Greater	11.7	25	46.7	16.7	63.3
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Mathematics						
Combined Population	95% or Greater	10.5	5.7	53.3	30.5	83.8
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	10.2	6.1	53.1	30.6	83.7
Economic Disadvantaged	95% or Greater	11	6	54	29	83
Students with Disabilities	95% or Greater	53.3	6.7	26.7	13.3	40
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	4.4	4.4	51.1	40	91.1
Male	95% or Greater	15	6.7	55	23.3	78.3
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Five Science						
Combined Population	95% or Greater	7.6	22.9	61	8.6	69.5
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	8.2	23.5	59.2	9.2	68.4
Economic Disadvantaged	95% or Greater	8	23	60	9	69
Students with Disabilities	Not Available	40	26.7	20	13.3	33.3
Limited English Proficient	Not Available	RV	RV	RV	RV	RV

Female	95% or Greater	6.7	22.2	60	11.1	71.1
Male	95% or Greater	8.3	23.3	61.7	6.7	68.3
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Six Literacy						
Combined Population	95% or Greater	2.8	22.9	45	29.4	74.3
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	2.9	21.2	45.2	30.8	76
Economic Disadvantaged	95% or Greater	3.1	24	50	22.9	72.9
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	3.1	12.5	48.4	35.9	84.4
Male	95% or Greater	2.2	37.8	40	20	60
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Six Mathematics						
Combined Population	95% or Greater	13.6	19.1	37.3	30	67.3
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	14.4	18.3	36.5	30.8	67.3
Economic Disadvantaged	95% or Greater	15.5	19.6	39.2	25.8	64.9
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	10.8	20	43.1	26.2	69.2
Male	95% or Greater	17.8	17.8	28.9	35.6	64.4
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Seven Literacy						
Combined Population	95% or Greater	2.8	45.4	32.4	19.4	51.9
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	1.9	44.7	33	20.4	53.4
Economic Disadvantaged	95% or Greater	2.1	45.8	31.3	20.8	52.1
Students with Disabilities	95% or Greater	15.4	76.9	7.7	0	7.7
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	0	27.1	39.6	33.3	72.9
Male	95% or Greater	3.4	61	27.1	8.5	35.6
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Seven Mathematics						
Combined Population	95% or Greater	10.2	19.4	37	33.3	70.4
African-American	Not Available	RV	RV	RV	RV	RV

Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	9.7	19.4	36.9	34	70.9
Economic Disadvantaged	95% or Greater	8.3	19.8	38.5	33.3	71.9
Students with Disabilities	95% or Greater	15.4	23.1	38.5	23.1	61.5
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	8.3	22.9	35.4	33.3	68.8
Male	95% or Greater	10.2	16.9	39	33.9	72.9
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Seven Science						
Combined Population	95% or Greater	19.4	45.4	29.6	5.6	35.2
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	16.5	46.6	31.1	5.8	36.9
Economic Disadvantaged	95% or Greater	19.8	44.8	29.2	6.3	35.4
Students with Disabilities	Not Available	69.2	15.4	15.4	0	15.4
Limited English Proficient	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	14.6	47.9	31.3	6.3	37.5
Male	95% or Greater	22	44.1	28.8	5.1	33.9
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Eight Literacy						
Combined Population	95% or Greater	5.9	18.6	55.9	19.6	75.5
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	5.2	19.6	54.6	20.6	75.3
Economic Disadvantaged	95% or Greater	5.6	18.9	54.4	21.1	75.6
Students with Disabilities	95% or Greater	38.5	30.8	23.1	7.7	30.8
Female	95% or Greater	6	12	56	26	82
Male	95% or Greater	5.8	25	55.8	13.5	69.2
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Eight Mathematics						
Combined Population	95% or Greater	27.5	23.5	39.2	9.8	49
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	27.8	23.7	39.2	9.3	48.5
Economic Disadvantaged	95% or Greater	27.8	24.4	37.8	10	47.8
Students with Disabilities	95% or Greater	53.8	15.4	23.1	7.7	30.8
Female	95% or Greater	32	22	38	8	46
Male	95% or Greater	23.1	25	40.4	11.5	51.9
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Eleven Literacy						
Combined Population	95% or Greater	3.1	22.7	57.7	16.5	74.2
African-American	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.4	22.5	57.3	16.9	74.2
Economic Disadvantaged	95% or Greater	3.6	21.4	58.3	16.7	75
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	2	19.6	54.9	23.5	78.4
Male	95% or Greater	4.3	26.1	60.9	8.7	69.6

EOC Algebra						
Combined Population	95% or Greater	1.2	21.2	42.4	35.3	77.6
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	1.3	20.8	41.6	36.4	77.9
Economic Disadvantaged	95% or Greater	1.3	21.1	40.8	36.8	77.6
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	0	14	51.2	34.9	86
Male	95% or Greater	2.4	26.8	34.1	36.6	70.7
Migrant	Not Available	RV	RV	RV	RV	RV

EOC Geometry						
Combined Population	95% or Greater	1	19.8	60.4	18.8	79.2
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	1	20.2	59.6	19.2	78.8
Economic Disadvantaged	95% or Greater	1.2	18.6	60.5	19.8	80.2
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	0	20	55.6	24.4	80
Male	95% or Greater	1.8	19.6	64.3	14.3	78.6
Migrant	Not Available	RV	RV	RV	RV	RV

Biology						
Combined Population	95% or Greater	15.8	47.5	31.7	5	36.6
African-American	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	16.2	46.5	32.3	5.1	37.4
Economic Disadvantaged	95% or Greater	16.9	49.4	30.3	3.4	33.7
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	20.5	45.5	31.8	2.3	34.1
Male	95% or Greater	12.3	49.1	31.6	7	38.6
Migrant	Not Available	RV	RV	RV	RV	RV

Number of Recently Arrived LEP Students Not Assessed in Literacy

Grade Three	0

Grade Four	0
Grade Five	0
Grade Six	0
Grade Seven	0
Grade Eight	0
Grade Eleven	0
Total	0

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	77
Grade One Math Problems	63
Grade Two Reading Comprehension	72
Grade Two Math Problems	57
Grade Three Reading	49
Grade Three Math	55
Grade Four Reading	47
Grade Four Math	59
Grade Five Reading	45
Grade Five Math	56
Grade Five Science	63
Grade Six Reading	45
Grade Six Math	49
Grade Seven Reading	47
Grade Seven Math	49
Grade Seven Science	60
Grade Eight Reading	50
Grade Eight Math	44
Grade Nine Reading Comprehension	45
Grade Nine Math Concepts and Problems	51

American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	58
District Provided College Prep for Students Taking ACT in Grades 9-11	Y
Number of Students in College Preparatory Enrichment Program (CPEP)	4
Number of Students Taking ACT in Grades 9-11	125
Number of Students Taking ACT in Grade 12	39
Mathematics	20
Science	20.4
English	20.2
Composite	20.1
Reading	21.2

Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	
SAT Critical Reading Mean	
SAT Math Mean	
SAT Writing Mean	

Advanced Placement Courses (AP)

Number of Students Taking AP courses	64
Number of AP exams taken	88
Number of Exams scored 3,4 or 5	8
Number of Students Taking International Baccalaureate Courses	

INDICATOR 2: SCHOOL PERFORMANCE

No Child Left Behind Met Adequate Yearly Progress (AYP)

Achieving Standards	3
First Year Not to Meet Standards (Alert)	2
Year One of Targeted School Improvement	0
Year Two of Targeted School Improvement	0
Targeted Corrective Action	0
Targeted Intensive School Improvement	0
Targeted Restructuring	0
Year One of Whole School Improvement	0
Year Two of Whole School Improvement	0
Whole School Corrective Action	0
Whole School Intensive Improvement	0
Whole School Intensive Restructuring	0
State Directed	0

Improvement School Rating (Gains)

1-Schools in Need of Immediate Improvement	1
2-Schools Approaching Standards (Alert)	2
3-Schools Meeting Improvement Standards	2
4-Schools Exceeding Improvement Standards	0
5-Schools of Excellence for Improvement	0

Performance School Rating (Status)

1-Schools in Need of Immediate Improvement	0
2-Schools on Alert	0
3-Schools Meeting Standards	1
4-Schools Exceeding Standards	3
5-Schools of Excellence	1

Annual Accreditation Status

Accredited	3
Accredited-Cited	2
Accredited-Probationary	0

Attendance rate	91.9

Dropout rate	3.3

Combined Population Graduation Rate	77.1

African American Graduation Rate	RV
Hispanic Graduation Rate	RV
Caucasian Graduation Rate	77
Economically Disadvantaged Graduation Rate	76.5
Limited English Proficient Graduation Rate	RV
Students with a Disability Graduation Rate	63.6

Grade Inflation Rate	3.6

Remediation Rate	53.3

October Enrollment	1385

INDICATOR 3: RETENTION

Number of Students Retained at Grade One	6
Percent of Students Retained at Grade One	6.4
Number of Students Retained at Grade Two	5
Percent of Students Retained at Grade Two	5.3
Number of Students Retained at Grade Three	1
Percent of Students Retained at Grade Three	1
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0
Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	1
Percent of Students Retained at Grade Seven	0.9
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0.2
Weapons Incidents	0.2
Staff Assaults	0.1
Student Assaults	1.9

INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	89.6
Percent Teaching with Emergency/ Provisional Credentials	3.7
Percent of Teachers with Bachelor's Degree	44

Percent of Teachers with Master's Degree	54.5
Percent of Teachers with Advanced Degree	1.5
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	2.1
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	8
Aggregate all Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	2.6

Indicator 6: Choice

Percent of Students Obtained Through School Choice	0.9

Indicator 7: Economic

District Total Mills Voted	39.9
District Expenditure Per Student	10,185
District Average Teacher Salary	43,451
District Total Expenditures	14,568,789
District Instructional Expenditures	7,766,567
District Administrative Expenditures	1,088,454
District Extracurricular Expenditures	599,913
District Capital Expenditures	813,362
District Debt Service Expenditures	491,973
Percent of Students Eligible for Free and Reduced Meals	90.7
State Free and Reduced-Price Meal Rate **	59.7%
National Free and Reduced-Price Meal Rate **	51.49%

2011 SCHOOL REPORT CARD
for
HARRISBURG HIGH SCHOOL

INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Eleven Literacy						
Combined Population	95% or Greater	1.4	17.1	61.4	20	81.4
African-American	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	1.6	17.5	60.3	20.6	81
Economic Disadvantaged	95% or Greater	1.4	17.1	61.4	20	81.4
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	0	13.5	59.5	27	86.5
Male	Not Available	3	21.2	63.6	12.1	75.8
EOC Algebra						
Combined Population	95% or Greater	0	19.4	38.8	41.8	80.6
African-American	Not Available	RV	RV	RV	RV	RV
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	0	19.7	37.7	42.6	80.3
Economic Disadvantaged	95% or Greater	0	19.4	38.8	41.8	80.6
Female	95% or Greater	0	14.3	45.7	40	85.7
Male	95% or Greater	0	25	31.3	43.8	75
Migrant	Not Available	RV	RV	RV	RV	RV
EOC Geometry						
Combined Population	95% or Greater	1.3	14.5	61.8	22.4	84.2
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	1.4	14.9	60.8	23	83.8
Economic Disadvantaged	95% or Greater	1.3	14.5	61.8	22.4	84.2
Female	95% or Greater	0	19.4	52.8	27.8	80.6
Male	95% or Greater	2.5	10	70	17.5	87.5
Migrant	Not Available	RV	RV	RV	RV	RV
Biology						
Combined Population	95% or Greater	17.9	47.4	30.8	3.8	34.6
Caucasian	95% or Greater	18.2	46.8	31.2	3.9	35.1
Economic Disadvantaged	95% or Greater	17.9	47.4	30.8	3.8	34.6
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	18.9	43.2	35.1	2.7	37.8
Male	95% or Greater	17.1	51.2	26.8	4.9	31.7
Migrant	Not Available	RV	RV	RV	RV	RV

Norm-Reference Test (ITBS)	
Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA
Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	NA
Grade Seven Math	NA
Grade Seven Science	NA
Grade Eight Reading	NA
Grade Eight Math	NA
Grade Nine Reading Comprehension	47
Grade Nine Math Concepts and Problems	51
American College Test (ACT)	
Number of Students Taking Voluntary Universal ACT	58
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	87
Number of Students Taking ACT in Grade 12	22
Mathematics	19.8
Science	20.2
English	20.2
Composite	20.1
Reading	21
Scholastic Assessment Test (SAT)	
Number of Students Taking SAT College Admission Test	
SAT Critical Reading Mean	
SAT Math Mean	
SAT Writing Mean	
Advanced Placement Courses (AP)	
Number of Students Taking AP courses	36
Number of AP exams taken	44
Number of Exams scored 3,4 or 5	6
Number of Students Taking International Baccalaureate Courses	

INDICATOR 2: SCHOOL PERFORMANCE

No Child Left Behind Met Adequate Yearly Progress (AYP)

Achieving Standards	Y
First Year Not to Meet Standards (Alert)	N
Year One of Targeted School Improvement	N
Year Two of Targeted School Improvement	N
Targeted Corrective Action	N
Targeted Intensive School Improvement	N
Targeted Restructuring	N
Year One of Whole School Improvement	N
Year Two of Whole School Improvement	N
Whole School Corrective Action	N
Whole School Intensive Improvement	N
Whole School Intensive Restructuring	N
State Directed	N

Improvement School Rating (Gains)

Improvement School Rating (Gains)	3-Schools Meeting Improvement Standards

Performance School Rating (Status)

Performance School Rating (Status)	4-Schools Exceeding Standards

Annual Accreditation Status

Accredited	NO
Accredited-Cited	YES
Accredited-Probationary	NO

Attendance rate	89.2

Dropout rate	5.1

Combined Population Graduation Rate	72.4
African American Graduation Rate	RV
Hispanic Graduation Rate	RV
Caucasian Graduation Rate	72.1
Economically Disadvantaged Graduation Rate	74.3
Limited English Proficient Graduation Rate	NA
Students with a Disability Graduation Rate	RV

Grade Inflation Rate	0

Remediation Rate	50

October Enrollment	332

INDICATOR 3: RETENTION

Number of Students Retained at Grade One	0
Percent of Students Retained at Grade One	0

Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0
Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	0
Percent of Students Retained at Grade Seven	0
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0
Staff Assaults	0
Student Assaults	0

INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	86.5
Percent Teaching with Emergency/ Provisional Credentials	5
Percent of Teachers with Bachelor's Degree	51.4
Percent of Teachers with Master's Degree	45.9
Percent of Teachers with Advanced Degree	2.7
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	0
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	NA
Aggregate all Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	0

Indicator 6: Choice

Percent of Students Obtained Through School Choice	0.3

Indicator 7: Economic

District Total Mills Voted	39.9
District Expenditure Per Student	10,185
District Average Teacher Salary	43,451

District Total Expenditures	14,568,789
District Instructional Expenditures	7,766,567
District Administrative Expenditures	1,088,454
District Extracurricular Expenditures	599,913
District Capital Expenditures	813,362
District Debt Service Expenditures	491,973
Percent of Students Eligible for Free and Reduced Meals	100
State Free and Reduced-Price Meal Rate **	59.7%
National Free and Reduced-Price Meal Rate **	51.49%

2011 SCHOOL REPORT CARD
for
WEINER HIGH SCHOOL

INDICATOR 1: STUDENT ACHIEVEMENT

	Percent tested overall	Percent below basic	Percent Basic	Percent Proficient	Percent Advanced	Percent proficient and above
Grade Seven Literacy						
Combined Population	95% or Greater	5.3	47.4	36.8	10.5	47.4
Caucasian	95% or Greater	0	50	38.9	11.1	50
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	0	58.3	33.3	8.3	41.7
Grade Seven Mathematics						
Combined Population	95% or Greater	26.3	15.8	26.3	31.6	57.9
Caucasian	95% or Greater	22.2	16.7	27.8	33.3	61.1
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	16.7	16.7	33.3	33.3	66.7
Grade Seven Science						
Combined Population	Not Available	21.1	52.6	26.3	0	26.3
Caucasian	Not Available	16.7	55.6	27.8	0	27.8
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	16.7	50	33.3	0	33.3
Grade Eight Literacy						
Combined Population	95% or Greater	12.5	12.5	66.7	8.3	75
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	9.5	14.3	66.7	9.5	76.2
Economic Disadvantaged	Not Available	16.7	8.3	66.7	8.3	75
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	11.8	11.8	64.7	11.8	76.5
Male	Not Available	RV	RV	RV	RV	RV
Migrant	Not Available	RV	RV	RV	RV	RV
Grade Eight Mathematics						
Combined Population	95% or Greater	16.7	20.8	54.2	8.3	62.5

Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	14.3	19	57.1	9.5	66.7
Economic Disadvantaged	Not Available	8.3	25	58.3	8.3	66.7
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	23.5	23.5	47.1	5.9	52.9
Male	95% or Greater	RV	RV	RV	RV	RV
Migrant	Not Available	RV	RV	RV	RV	RV

Grade Eleven Literacy						
Combined Population	95% or Greater	7.4	37	48.1	7.4	55.6
Caucasian	95% or Greater	7.7	34.6	50	7.7	57.7
Economic Disadvantaged	Not Available	14.3	42.9	42.9	0	42.9
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	7.1	35.7	42.9	14.3	57.1
Male	Not Available	7.7	38.5	53.8	0	53.8

EOC Algebra						
Combined Population	95% or Greater	5.9	23.5	58.8	11.8	70.6
Hispanic	Not Available	RV	RV	RV	RV	RV
Caucasian	95% or Greater	6.7	20	60	13.3	73.3
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	RV	RV	RV	RV	RV
Migrant	Not Available	RV	RV	RV	RV	RV

EOC Geometry						
Combined Population	95% or Greater	0	37.5	54.2	8.3	62.5
Caucasian	95% or Greater	0	37.5	54.2	8.3	62.5
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	0	43.8	50	6.3	56.3

Biology						
Combined Population	Not Available	9.5	42.9	38.1	9.5	47.6
Caucasian	Not Available	9.5	42.9	38.1	9.5	47.6
Economic Disadvantaged	Not Available	RV	RV	RV	RV	RV
Students with Disabilities	Not Available	RV	RV	RV	RV	RV
Female	Not Available	RV	RV	RV	RV	RV
Male	Not Available	0	43.8	43.8	12.5	56.3

Norm-Reference Test (ITBS)

Grade One Reading Comprehension	NA
Grade One Math Problems	NA
Grade Two Reading Comprehension	NA
Grade Two Math Problems	NA
Grade Three Reading	NA
Grade Three Math	NA
Grade Four Reading	NA
Grade Four Math	NA
Grade Five Reading	NA
Grade Five Math	NA
Grade Five Science	NA
Grade Six Reading	NA
Grade Six Math	NA
Grade Seven Reading	51
Grade Seven Math	51
Grade Seven Science	58
Grade Eight Reading	53
Grade Eight Math	48
Grade Nine Reading Comprehension	40
Grade Nine Math Concepts and Problems	47

American College Test (ACT)

Number of Students Taking Voluntary Universal ACT	
District Provided College Prep for Students Taking ACT in Grades 9-11	
Number of Students in College Preparatory Enrichment Program (CPEP)	
Number of Students Taking ACT in Grades 9-11	38
Number of Students Taking ACT in Grade 12	17
Mathematics	20.4
Science	20.9
English	20.2
Composite	20.1
Reading	21.7

Scholastic Assessment Test (SAT)

Number of Students Taking SAT College Admission Test	
SAT Critical Reading Mean	
SAT Math Mean	
SAT Writing Mean	

Advanced Placement Courses (AP)

Number of Students Taking AP courses	28
Number of AP exams taken	44
Number of Exams scored 3,4 or 5	2
Number of Students Taking International Baccalaureate Courses	

INDICATOR 2: SCHOOL PERFORMANCE

No Child Left Behind Met Adequate Yearly Progress (AYP)

Achieving Standards	N
First Year Not to Meet Standards (Alert)	Y
Year One of Targeted School Improvement	N
Year Two of Targeted School Improvement	N
Targeted Corrective Action	N
Targeted Intensive School Improvement	N
Targeted Restructuring	N
Year One of Whole School Improvement	N
Year Two of Whole School Improvement	N
Whole School Corrective Action	N
Whole School Intensive Improvement	N
Whole School Intensive Restructuring	N
State Directed	N

Improvement School Rating (Gains)

Improvement School Rating (Gains)	1-Schools in Need of Immediate Improvement

Performance School Rating (Status)

Performance School Rating (Status)	3-Schools Meeting Standards

Annual Accreditation Status

Accredited	YES
Accredited-Cited	NO
Accredited-Probationary	NO

Attendance rate	91

Dropout rate	2.8

Combined Population Graduation Rate	95
African American Graduation Rate	NA
Hispanic Graduation Rate	RV
Caucasian Graduation Rate	94.7
Economically Disadvantaged Graduation Rate	90.9
Limited English Proficient Graduation Rate	RV
Students with a Disability Graduation Rate	RV

Grade Inflation Rate	15.4

Remediation Rate	61.5

October Enrollment	142

INDICATOR 3: RETENTION

Number of Students Retained at Grade One	0
Percent of Students Retained at Grade One	0

Number of Students Retained at Grade Two	0
Percent of Students Retained at Grade Two	0
Number of Students Retained at Grade Three	0
Percent of Students Retained at Grade Three	0
Number of Students Retained at Grade Four	0
Percent of Students Retained at Grade Four	0
Number of Students Retained at Grade Five	0
Percent of Students Retained at Grade Five	0
Number of Students Retained at Grade Six	0
Percent of Students Retained at Grade Six	0
Number of Students Retained at Grade Seven	1
Percent of Students Retained at Grade Seven	4.8
Number of Students Retained at Grade Eight	0
Percent of Students Retained at Grade Eight	0

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	2.1
Weapons Incidents	0.7
Staff Assaults	0
Student Assaults	0.7

INDICATOR 5: TEACHER QUALITY

Percent of Teachers Completely Certified (Licensed)	90.5
Percent Teaching with Emergency/ Provisional Credentials	5
Percent of Teachers with Bachelor's Degree	52.4
Percent of Teachers with Master's Degree	47.6
Percent of Teachers with Advanced Degree	0
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	NA
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	8
Aggregate all Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	8

Indicator 6: Choice

Percent of Students Obtained Through School Choice	7.7

Indicator 7: Economic

District Total Mills Voted	39.9
District Expenditure Per Student	10,185
District Average Teacher Salary	43,451

District Total Expenditures	14,568,789
District Instructional Expenditures	7,766,567
District Administrative Expenditures	1,088,454
District Extracurricular Expenditures	599,913
District Capital Expenditures	813,362
District Debt Service Expenditures	491,973
Percent of Students Eligible for Free and Reduced Meals	45.8
State Free and Reduced-Price Meal Rate **	59.7%
National Free and Reduced-Price Meal Rate **	51.49%

2012-2013 Application Cycle

Summary

Miner Academy
Bauxite School District

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

February 22, 2013

Mr. Jerrod Williams, Superintendent
Ms. Bridget Chitwood
Bauxite School District
800 School Street
Bauxite, AR 72011

Re: Miner Academy Conversion Charter School Application

Dear Charter Applicant:

Thank you very much for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on February 20, 2013.

Based upon the information currently available, the Charter Review Council can support your conversion charter school application at this time. However, please be advised that the Charter Review Council is purely advisory in nature. Consequently, the position of the Charter Review Council is not binding upon charter applicants or the State Board. The State Board may approve or disapprove a charter application without regard to the position of the Charter Review Council.

The State Board of Education will consider your application at its meeting at **9:00 a.m. on Monday, March 11, 2013**. The meeting will take place in the **Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas**. Please make plans to attend and bring with you any documentation necessary to answer any questions the State Board of Education may have.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Ms. Mary Perry, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

Jeremy C. Lasiter
General Counsel

c: Ms. Phyllis Stewart, State Board Office
Mary Perry, Charter School Program Coordinator

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

MINER ACADEMY
REVISED FEBRUARY 2013

District: Bauxite School District

Grade Levels: 6-12

Student Enrollment Cap: 200

Address of Proposed Charter: 800 School Street, Bauxite, AR 72011

Waivers Requested 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 (for teachers at the charter school only
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 license 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
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 Requested from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

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

2012-2013 Application Cycle

Responses
February 2013

Miner Academy
Bauxite School District

Miner Academy - Response to Questions
February 5, 2013

- **Number of students in the ALE and enrollment cap**
  - The enrollment cap for Miner Academy will be set at a total of 200 students made up of students from all subcategories. Some students will qualify for ALE funding under the current rules governing ALE programs, however, others will not.
  - We expect the number of students to be identified as ALE that will be served in at the Miner Academy to be approximately 20 the first year. We anticipate that possibly growing to 50 by the fifth year if the need arises based on enrollment growth.

- **Number of students to receive individualized instruction**
  - **Large number who may need one-on-one instruction requiring large number of teachers**
    - One-to-one access to technology resources will be available for all students at Miner Academy.
    - A Personalized Learning Plan will be developed for all Miner Academy students that is individualized for them specifically based on their academic levels as well as their personal needs and goals. Students will be served in small groups, larger groups, or as individuals throughout the school day, based on their learning needs and the complexity of the learning tasks to be accomplished. This will not require a large number of teachers, but those teachers will have been trained to use a wide range of instructional strategies in a flexible mastery learning environment.

  - **Tracking students who come and go from Miner Academy to traditional campuses**
    - Students that need to move from Miner Academy to Bauxite High School or Bauxite Middle School throughout the school day will have a printed schedule. All teachers involved with these students will also have a printed schedule. Since Miner Academy is on the campus of both Bauxite High School and Bauxite Middle School, the travel time will be minimal and supervision will be very manageable by the principal, teachers, and paraprofessional(s) that are involved. Transitions will occur during regular student transition times on the campuses. The transition time is 5 minutes. All students will be required to be in their assigned classroom on time.

- **Chain of command for building principal**
  - The Miner Academy Principal will report directly to the Director of Curriculum, Instruction, and Federal Programs. This is the same chain of command that is in

place for all of the building principals.

- **Educational need for the operation of the ALE**
    - Miner Academy is not solely an ALE, but it will contain a component to serve our ALE students. We recognize that some of the needs of ALE students are different from those of the non-traditional students who will also be attending Miner Academy. While most Miner Academy students will have options of attending courses on two of the other campuses within the district, ALE students will be working within the ALE classroom in Miner Academy for the majority of the academic day.
- **Budget**
    - The 2014-2015 budget reflects 75 students in Miner Academy.

- **Explain the research in support of compacting for students other than gifted and talented students.**
    - The research on compacting (under that specific term) was primarily focused on gifted and talented learners. This concept has been expanded in the development of mastery learning. Mastery learning (which has a similar meaning to compacting) is a strategy that is used for all learners. Both strategies have the same goals. With compacting and the gifted student, a teacher pretests to determine what that child already knows and then prescribes instruction to fill any gaps. A post test is then given and the student moves on within the curriculum. This is the same process that we will use with mastery learning that will be provided for students at Miner Academy. Many of the students that are behind or struggling in the traditional classroom are very bright. It is estimated that at least 18% of students (nationally) that drop out of school are gifted. If students come to Miner Academy and can demonstrate, through pretesting, that they have mastery of content, we will allow them to advance to the next level of that content curriculum. This will allow for a pace to be set that is most appropriate for students on an individual basis. All students, not just those identified as gifted, will be afforded this opportunity.

- **Explain how compacting would prevent gifted and talented students from dropping out of school.**
    - We believe that when students are being served by a school that is capable of meeting their individual needs, they will have less reason to leave school before receiving a diploma. This will also provide the advanced students with an opportunity to enrich their curriculum with concurrent credit or college coursework.

- **Since students may attend school at different times based on individual needs, explain the specific plans to track Miner Academy students who attend Miner**

Academy part of the day and another campus part of the day so that all know where each student should be at all times.

- Students that need to move from Miner Academy to Bauxite High School or Bauxite Middle School throughout the school day will have a printed schedule. All teachers involved with these students will also have a printed schedule which is also the schedule in APSCN. Since Miner Academy is on the campus of both Bauxite High School and Bauxite Middle School, the travel time will be minimal and supervision will be very manageable by the principal, teachers, and paraprofessional(s) that are involved. Transitions will occur during regular student transition times on the campuses. All students will be required to be in their assigned classroom on time.

- **If a student attends Miner Academy part of the day and another campus part of the day, explain how it will be determined which building will enroll the student for the purpose of APSCN and accountability.**
  - If a student participates in Miner Academy for a majority of their core courses, they will be enrolled in Miner Academy. A student's enrollment status may be changed only at semester breaks. This will allow for smooth transitions in scheduling with all campuses.

- **Confirm the understanding that AMOs are not measured at the student level and revise Goal 1 under Standard 5 (district AMOs for first year until campus AMOs can be established).**
  - We understand that the Miner Academy campus will be expected to meet the District AMOs for the first year and the school AMO each subsequent year.
  - At the student level, Miner Academy will also track student growth through the periodic MAP assessment which provides an individualized growth indicator and identifies areas of academic need and skill attainment per student.

- **Provide a copy of the agreement or memorandum of understanding with the Saline County Career Center.**
  - A copy is attached.

- **Provide data and/or research regarding the success of software to prepare students for AP tests.**
  - Using software, such as k12's Aventa Learning, to provide access to AP courses that may not be financially possible in a district our size, our student population will have an enriched academic environment. By supporting increased access to and virtual learning participation in AP® courses and AP® tests, the program provides greater opportunities for low-income students to demonstrate college- and career-readiness, and to demonstrate

mastery of critical concepts needed to prepare for college level instruction. Virtual AP courses target larger and more diverse groups of students to participate and succeed in AP® programs, and to increase the numbers of low-income and other disadvantaged students who receive AP® credits. Nationwide there has been a steady increase in the number of public school students who benefit from the AP® experience. According to the 8th Annual AP® Report to the Nation, released by the College Board®, an increasing percentage of high school graduates are succeeding on AP® Exams, affirming the vision of educators that many more students deserve access to this type of course work.

- **Confirm the understanding that no more than 50% of ALE instruction can be computer based.**
    - We understand that no more than 50% of ALE instruction can be computer based.

- **Confirm that there will be a principal who reports to a director as was stated at the SBE meeting.**
    - There will be a principal for Miner Academy that reports directly to the Director of Curriculum, Instruction, and Federal Programs, just like the other building principals.

AP Information Received on February 12, 2013

Today's learning environments offer students a wide range of delivery models, including conventional face-to-face settings, online courses, and blended programs that include both offline and online learning opportunities. Advanced Placement (AP) courses are designed to serve high school students who are sufficiently prepared and ready for more rigorous, challenging curricula. All AP courses offered by the K12 International Academy and Aventa Learning have been officially authorized by the College Board. That said, these high school courses are intended to give students learning experiences commensurate with college-level courses. Just like AP courses offered in brick-and-mortar settings, AP courses delivered electronically honor the same guidelines and strict standards required of all AP subject-specific syllabi. Content is carefully organized, learning objectives are clearly delineated, learning activities represent a rich variety of media and formats, and short- and long-term assignments and projects reflect different levels of thinking, from knowledge-based to analytical reasoning, to creative new applications of skills and concepts. Each course aims to prepare students for success with the annual AP exam. For that reason, K12 and Aventa AP course content includes practice with sample exams and multiple opportunities to respond to different types of questions that will appear on the AP exams.

K12 and Aventa Learning cannot verify centrally the performance of their students on AP exams with 100% accuracy because K12 can only view student scores when individual students give permission to the College Board to share these data. Many students neglect or choose not to take this step. AP exam scores that are made available annually indicate that K12 students are performing on a curve similar to national outcomes published by the College Board. This harmony with national performance levels suggests that students enrolled in K12 and Aventa AP courses are well prepared.

Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (50)X$6267 State Foundation Funding		$313,350.00
3	No. of Students (4 as of 2013)X$4,228 ALE		$16,912.00
4	No. of Students (50)X$42.38 Prof. Dev.		$2,119.00
5	No. of Students (50)Xeligible rate NSLA Funding	$517.00	$25,850.00
6	**Total State Charter School Aid**		**$358,231.00**
7			
8	Other Sources of Revenue		
9	Private Donations or Gifts		
10	Federal Grants (list amounts)		
11	Special Grants (list the amount)		
12	Other (Specifically Describe) Balance Carryover		
13			
14			
15			
16	**Total Revenues**		**$358,231.00**
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries (No. of Positions 1.0)	$32,750.00	
21	Fringe Benefits	$9,497.50	
22	Purchased Services		
23	Supplies and Materials	$3,000.00	
24	Equipment	$1,800.00	
25	Other (Describe)		$47,047.50
26			
27	Regular Classroom Instruction:		
28	Salaries (No. of Positions 1.0)	$43,200.00	
29	Fringe Benefits	$12,096.00	
30	Purchased Services		
31	Supplies and Materials	$5,000.00	
32	Equipment	$32,000.00	
33	Other (Describe)		$92,296.00
34			
35	Special Education:		
36	Salaries (No. of Positions 0.5)	$25,000.00	
37	Fringe Benefits	$6,250.00	
38	Purchased Services		
39	Supplies and Materials		
40	Equipment		
41	Other (Describe)		$31,250.00
42			
43	Gifted and Talented Program:		
44	Salaries (No. of Positions 0.032)	$1,420.80	
45	Fringe Benefits	$355.20	
46	Purchased Services		
47	Supplies and Materials		
48	Equipment		
49	Other (Describe)		$1,776.00
50			

51	Alternative Education Program/ALE		
52	Salaries (No. of Positions 1.0) parapro	$19,853.00	
53	Fringe Benefits	$5,558.00	
54	Purchased Services		
55	Supplies and Materials	$1,000.00	
56	Equipment	$20,006.00	
57	Other (Describe)		$46,417.00
58			
59	Guidance Services:		
60	Salaries (No. of Positions 0.032)	$1,472.42	
61	Fringe Benefits	$368.10	
62	Purchased Services		
63	Supplies and Materials	$500.00	
64	Equipment		
65	Other (Describe)		$2,340.52
66			
67	Health Services:		
68	Salaries (No. of Positions 0.032)	$954.72	
69	Fringe Benefits	$238.68	
70	Purchased Services		
71	Supplies and Materials	$500.00	
72	Equipment		
73	Other (Describe)		$1,693.40
74			
75	Media Services:		
76	Salaries (No. of Positions 0.032)	$1,309.28	
77	Fringe Benefits	$327.32	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		$1,636.60
82			
83	Fiscal Services:		
84	Salaries (No. of Positions 0.032)	$1,340.35	
85	Fringe Benefits	$335.10	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		$1,675.45
90			
91	Maintenance and Operations:		
92	Salaries (No. of Positions)(This is part of the District Responsibility)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)	$34,556.00	
96	Supplies and Materials	$2,564.00	
97	Equipment		
98	Other (Describe)		$37,120.00
99			
100	Pupil Transportation (This is part of the District Responsibility)		
101	Salaries (No. of Positions)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		

105	Equipment		
106	Other (Describe)		
107			
108	Food Service: (This is part of the District Responsibility)		
109	Salaries (No. of Positions)		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		
115			
116	Data Processing (This is part of the District Responsibility)		
117	Salaries (No. of Positions)		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		
123			
124	Substitute Personnel:		
125	Salaries (No. of Positions) (Contracted through Sub-Teach)	$1,215.00	
126	Fringe Benefits		$1,215.00
127			
128	If Applicable: Facilities		
129	Lease/Purchase (contract for one total year including		
130	facility upgrades) Please list upgrades: Renovations		
131		$92,929.53	
	If Applicable: Utilities (contract for one total year		
132	including facility upgrades.)	$0.00	
	If Applicable: Insurance (contract for one total year		
133	including facility upgrades.)	$0.00	
134	If Applicable: Property Insurance	$669.00	
135	If Applicable: Content Insurance	$165.00	$93,763.53
136			
137			
138			
139			
140			
141	**TOTAL EXPENDITURES**		**$358,231.00**

Public Charter School Application
Estimated Budget Worksheet, Year One (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (75)X$6267 State Foundation Funding		$470,025.00
3	No. of Students (20 est. enrolled in 13-14)X$4,228 ALE		$84,560.00
4	No. of Students (75)X$42.38 Prof. Dev.		$3,178.50
5	No. of Students (75)Xeligible rate NSLA Funding	$517.00	$38,775.00
6	**Total State Charter School Aid**		**$596,538.50**
7			
8	Other Sources of Revenue		
9	Private Donations or Gifts		
10	Federal Grants (list amounts)		
11	Special Grants (list the amount)		
12	Other (Specifically Describe) Balance Carryover		
13			
14			
15			
16	**Total Revenues**		**$596,538.50**
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries (No. of Positions 1.0)	$34,387.50	
21	Fringe Benefits	$9,972.37	
22	Purchased Services		
23	Supplies and Materials	$1,000.00	
24	Equipment	$0.00	
25	Other (Describe)		$45,359.87
26			
27	Regular Classroom Instruction:		
28	Salaries (No. of Positions 2.0)	$86,400.00	
29	Fringe Benefits	$24,192.00	
30	Purchased Services		
31	Supplies and Materials	$15,000.00	
32	Equipment	$20,000.00	
33	Other (Describe)		$145,592.00
34			
35	Special Education:		
36	Salaries (No. of Positions 1.0)	$50,000.00	
37	Fringe Benefits	$12,500.00	
38	Purchased Services		
39	Supplies and Materials	$1,500.00	
40	Equipment		
41	Other (Describe)		$64,000.00
42			
43	Gifted and Talented Program:		
44	Salaries (No. of Positions 0.064)	$3,150.00	
45	Fringe Benefits	$805.00	
46	Purchased Services		
47	Supplies and Materials	$100.00	

48	Equipment		
49	Other (Describe)		$4,055.00
50			
51	Alternative Education Program/ALE		
52	Salaries (No. of Positions 3.0) 2 parapros and 1 teacher	$83,200.00	
53	Fringe Benefits	$23,296.00	
54	Purchased Services		
55	Supplies and Materials	$3,600.00	
56	Equipment	$15,000.00	
57	Other (Describe)		$125,096.00
58			
59	Guidance Services:		
60	Salaries (No. of Positions 0.064)	$3,290.00	
61	Fringe Benefits	$822.50	
62	Purchased Services		
63	Supplies and Materials	$750.00	
64	Equipment		
65	Other (Describe)		$4,862.50
66			
67	Health Services:		
68	Salaries (No. of Positions 0.064)	$2,100.00	
69	Fringe Benefits	$525.00	
70	Purchased Services		
71	Supplies and Materials	$500.00	
72	Equipment		
73	Other (Describe)		$3,125.00
74			
75	Media Services:		
76	Salaries (No. of Positions 0.064)	$2,940.00	
77	Fringe Benefits	$735.00	
78	Purchased Services		
79	Supplies and Materials	$500.00	
80	Equipment		
81	Other (Describe)		$4,175.00
82			
83	Fiscal Services:		
84	Salaries (No. of Positions 0.064)	$2,961.00	
85	Fringe Benefits	$740.00	
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		$3,701.00
90			
91	Maintenance and Operations:		
92	Salaries (No. of Positions)(This is part of the District Responsibility)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities) (expanded space)	$74,896.00	
96	Supplies and Materials	$5,876.00	
97	Equipment		
98	Other (Describe)		$80,772.00
99			

100	Pupil Transportation (This is part of the District Responsibility)		
101	Salaries (No. of Positions)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe)		
107			
108	Food Service: (This is part of the District Responsibility)		
109	Salaries (No. of Positions)		
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe)		
115			
116	Data Processing (This is part of the District Responsibility)		
117	Salaries (No. of Positions)		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other (Describe)		
123			
124	Substitute Personnel:		
125	Salaries (No. of Positions) (Contracted through Sub-Teach)	$2,430.00	
126	Fringe Benefits		$2,430.00
127			
128	If Applicable: Facilities		
129	Lease/Purchase (contract for one total year including		
130	facility upgrades) Please list upgrades: Renovations		
131	est. for expanded space.	$112,247.13	
	If Applicable: Utilities (contract for one total year		
132	including facility upgrades.)	$0.00	
	If Applicable: Insurance (contract for one total year		
133	including facility upgrades.)	$0.00	
134	If Applicable: Property Insurance	$856.00	
135	If Applicable: Content Insurance	$267.00	$113,370.13
136			
137			
138			
139			
140			
141	**TOTAL EXPENDITURES**		**$596,538.50**

PULASKI Technical College

Saline County Career Center

Dedicated to your success
www.pulaskitech.edu

January 9, 2013

Memorandum of Understanding

between Saline County Career Center/Pulaski Technical College and Bauxite Public Schools.

Saline County Career Center/Pulaski Technical College offers the following courses for Bauxite students in grade 10-12 during the school year 2012-2013. Some of these courses are eligible for concurrent credit with Pulaski Technical College at no cost to the student.

Cosmetology 2 with Lab, 494570 w/494560
Brakes with Lab, 494180 w/590100
Suspension and Steering with Lab, 494210 w/590100
Electrical Systems with Lab, 494500 w/ 590100
Engine Performance with Lab, 494200 w/590100
Painting/Refinishing with Lab, 494310 w/590100
Structural Analysis/Repair with Lab, 494320 w/590100
Human Anatomy and Physiology, 495300
Medical Math, 495240
Intro to Medical Professions w/Lab, 495310 w/590110
Intro to Medical Professions Expanded w/Lab, 495380 w/590110
Medical Procedures w/Lab, 495330 w/590110
Medical Procedures Expanded w/Lab, 495390 w/590110
Medical Terminology w/Lab, 495360 w/590110
Medical Clinical Internship/Specialization, 495310

Saline County Career Center/Pulaski Technical College is not responsible for transportation to and from the Center.
Disciplinary situations will be referred to the High School administration.
Absences will be reported to the High School administration.

Pulaski Technical College will invoice Bauxite Public Schools for the state "training fee" of $3250 per FTE per semester. FTE is calculated on a six-hour day.

Mary Jane Dove, Ed.D.

Mary Jane Dove, Ed.D.
Director
Saline County Career Center

Jerrod Williams
Superintendent
Bauxite Public Schools

Saline County Career Center
3201 South Reynolds Road Bauxite, AR 72011 Phone 501-602-2420 Fax 501-602-2421

2012-2013 Application Cycle

Evaluation and Applicant Responses

Miner Academy
Bauxite School District

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **MINER ACADEMY**

Sponsoring School District: **BAUXITE**

Part 1: PRE-APPLICATION MATERIALS

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

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

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

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

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

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

Strengths
Concerns and Additional Questions

STANDARD 2 OF APPLICATION: MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is, manageable and measurable.

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

Strengths
Concerns and Additional Questions

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

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

Evaluation Criteria:

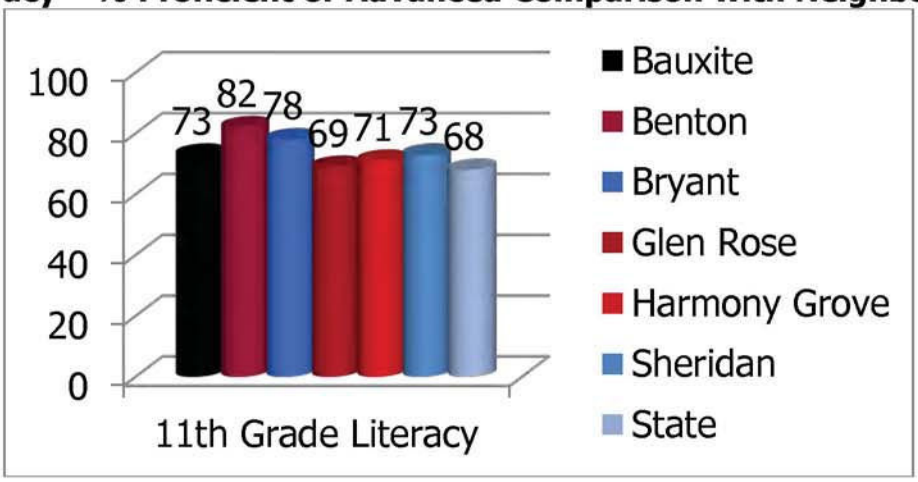
A response that meets the standard will present:

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

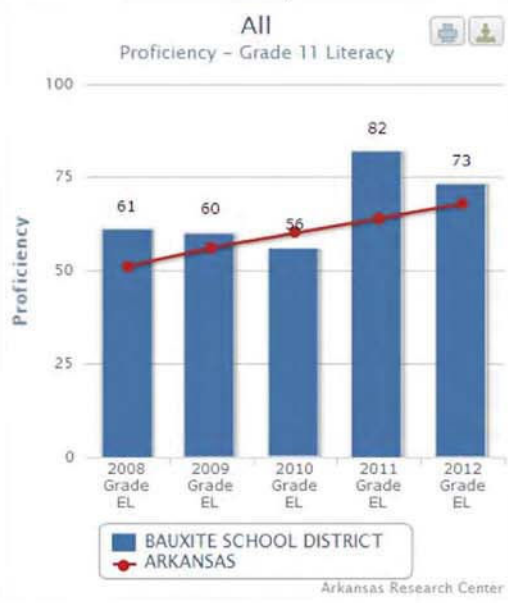
Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
	X	

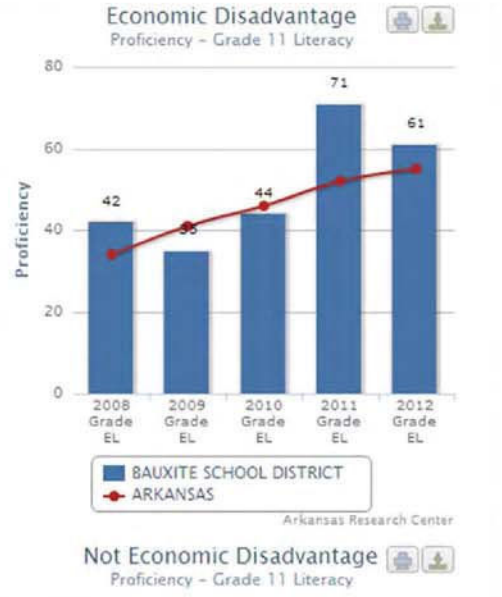
Strengths
Concerns and Additional Questions
Clarify the components of the plan for school improvement and student learning. **Miner Academy will provide an alternative learning environment that will offer students the chance to learn at an individual pace through technology, but still have that personal contact with licensed and highly qualified educators. By providing this alternative to the Bauxite students, we will be able to improve student achievement and lower our drop-out rate. Students who are receiving their education at Miner Academy will be the recipients of a focused curriculum delivered through in class and online instruction, in a personalized environment with many levels of support built-in from the paraprofessionals to the lead teacher/director, everyone will have as their primary goal to see that all of the Miner Academy students grow and graduate.** **Provide valid and reliable data that substantiates the educational needs.** **The educational need for Miner Academy is evident by the EOC Literacy Scores as well as 9th Grade Iowa Results. The following charts demonstrate this assertion:**

11th Grade Literacy - % Proficient or Advanced Comparison with Neighboring Districts

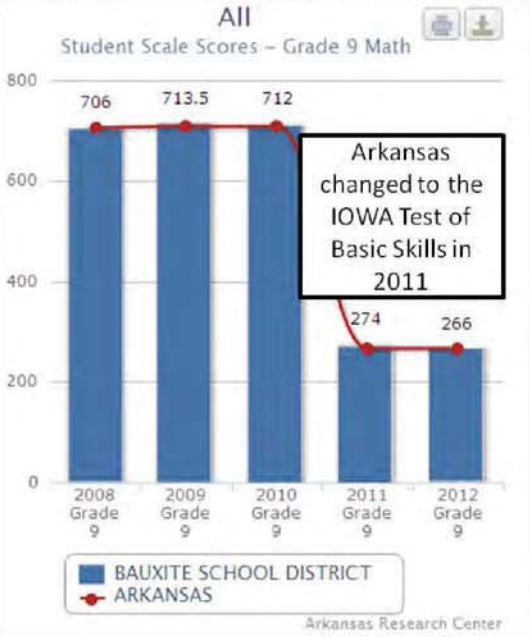


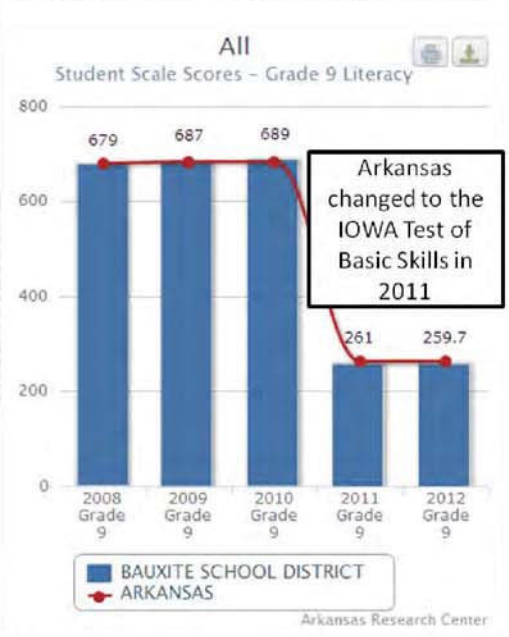
11th Grade Literacy - % Proficient or Advanced Over Time

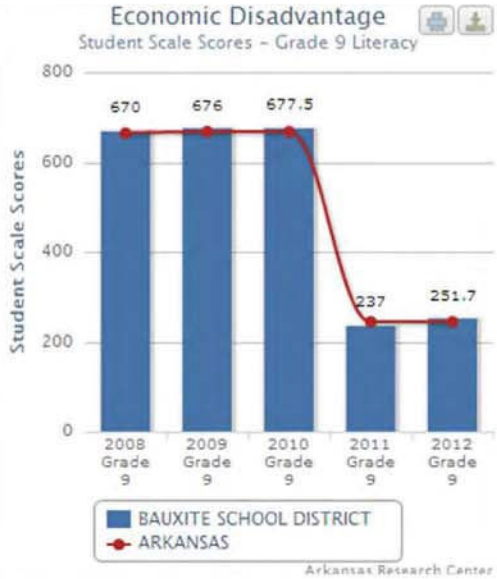


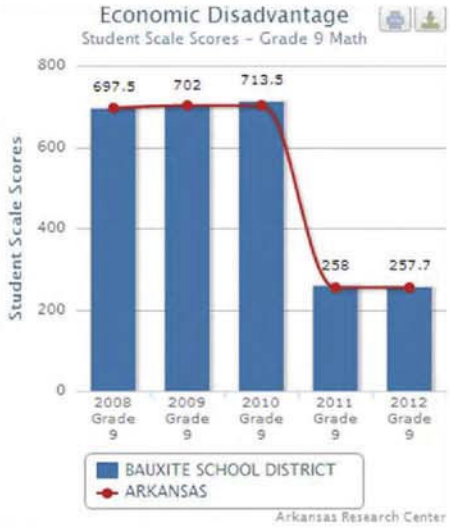


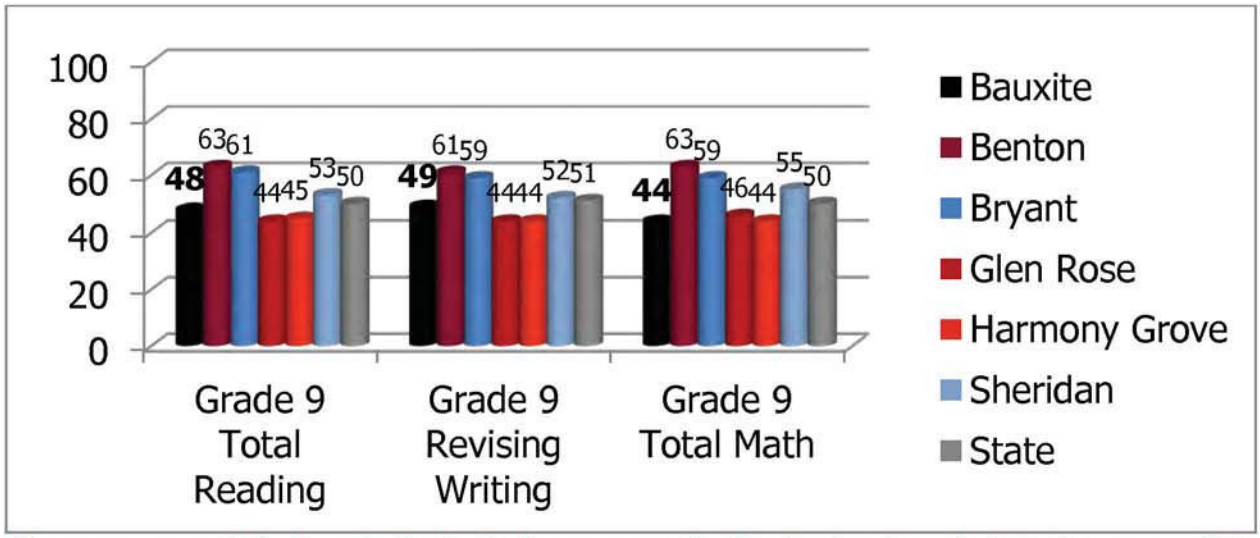
9th Grade – Percentile Scores and Comparison with Neighboring Districts









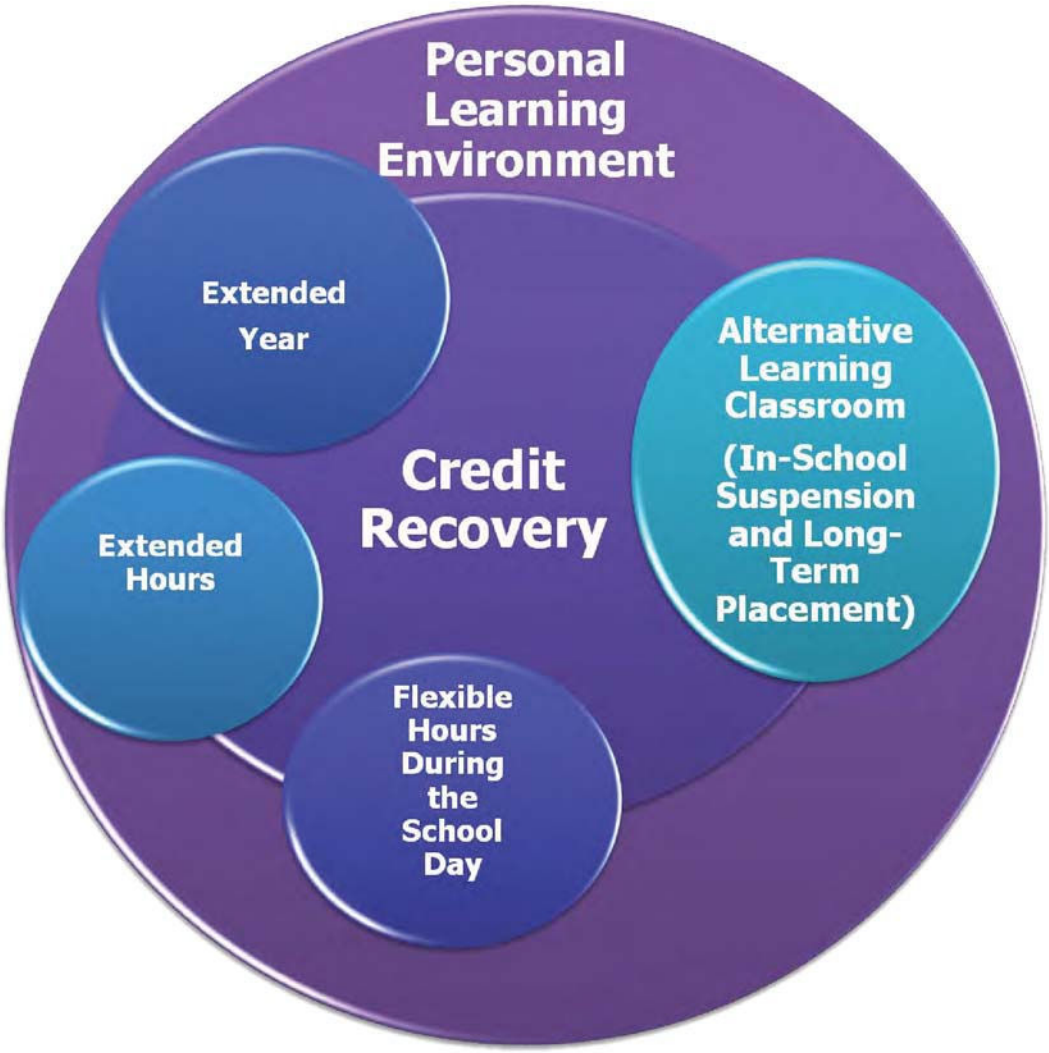


The scores reported above indicate that our economically disadvantaged students are consistently scoring below their non-economically disadvantaged peers. These students also represent the subpopulation that is most likely to fail to complete high school on time or at all.

Our recent ESEA Accountability Report is a clear indicator of the need for an alternative learning environment to prevent students from failing to graduate high school.

Needs Improvement School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	94	90.43	92.70
Targeted Achievement Gap Group	34	88.24	85.68
	Two Year Graduation Rate		
All Students	207	91.30	92.70
Targeted Achievement Gap Group	66	86.36	85.68
ESEA Subgroups	2011 Graduation Rate		
African Americans	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10
White	90	91.11	92.29
Economically Disadvantaged	31	87.10	80.07
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

This is a clear indication of the educational need that exists within the Bauxite School District for an alternative school that offers the required curriculum but in a different way.



We believe that the options of an extended school year, extended school hours, and flexible hours within the school day/week will work together to provide a solution for students that are struggling to keep up or catch up in order to graduate on time.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions
Provide the data and/or rationale for utilizing the compacting approach for students other than those identified as gifted and talented. **Compacting is an outstanding method of instruction for many students. It is a highly valuable tool to be used to allow for differentiation for students. Studies done on the rate of gifted students that drop out of high school are limited but Solorzano asserted that in 1983, "up to 18% of all high school dropouts are gifted students" (Solorzano, 1983). For the students that may not have been identified through the school practices, traditional classrooms may have presented very little challenge. This can lead to boredom and discipline problems. In addition, the U.S. Department of Education has reported, "the compacting process can be implemented in a wide variety of settings, with positive effects for both students and teachers" (U .S. Department of Education, 1998). Compacting is just one tool of many that will be used if needed for the students of Miner Academy but we believe it is critical as we work to serve all students.** **Explain how the daily schedule of each student will be tracked.** **After the clarification provided in the notes returned to us with the rubric, we will have a separate LEA# for Miner Academy. This will allow us to schedule students in Miner Academy for part of the day or all day in APSCN.** **Explain how highly qualified teachers will provide instruction in core subjects as required by federal law.** **As required by Federal law, all teachers providing instruction in core academic areas will be highly qualified. All of the teachers in the Bauxite School District are highly qualified. Teachers that work with students through K12 for general courses, electives, or credit recovery will be accountable for their work to a Bauxite teacher. That teacher will be accessible for assistance and feedback as appropriate.** **Explain how the extended school day and school year will be applied with flexible daily schedule.** **Explain what is meant by the statement that students "may have flexible hours based on their physical and educational needs."** **We have students who are faced with the decision to drop out in order to get a job to provide money for their family. Other students have health concerns that may prohibit a full day of**

school attendance and therefore they choose to drop out or participate in home school. Recently we had a young woman that was forced to quit school because she had given birth and her mother, who was helping her with child care, had to work and could not keep the baby a full day. If this young person had been given the option of attending school early and or late (to meet the work schedule of her child care provider) she may have been able to stay in school and graduate with her peers. This is just one example but it demonstrates how offering many components of the curriculum will be offered through digital curriculum resources will allow a flexible schedule for the student and help us achieve the goal of on-time graduation for all students. The extended school year is applicable in much the same way. Students that missed a semester, failed a course, or gotten behind in course work in some other way, will be able to attend Miner Academy and work to remain with their peer group and graduate on time (See Proposed Calendar and Proposed Daily Schedule in original application).

Provide the data that demonstrates the success of A+ Anywhere Learning System to prepare students for college and careers.

A+ Anywhere Learning System is one example of online curriculum that will be reviewed by the teacher leader, high school and middle school principals, and Director of Curriculum in order to select what best meets the needs of our students. A+ Learning, for example, offers assessments that present real problems for students to solve that require students to show an understanding of the material rather than memorizing facts (Formative Assessment in Action, 2008). This deeper understanding is critical to students being college and career ready and is complimentary to Common
Core and Next Generation Assessments.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:
A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematic Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

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

Strengths
Concerns and Additional Questions
Explain when a student will be considered a charter school student whose performance will be used to measure the achievement of the charter school goals. **Miner Academy will apply for an individual LEA#. Students who are enrolled in Miner Academy will be considered a charter school student and their performance will be used to measure the achievement of the charter school. I** **Explain if the phrase "building AMO" refers to the charter school or the existing middle and high schools.** **After talking with Mary Perry, it is my understanding that Miner Academy students will be working under the district AMO's until we have data that is Miner Academy specific.** **Explain how it will be determined if 80% of the students meet the AMOs.** **Student information will be reported through APSCN just as it is on all of our campuses. Miner Academy will be working with the district AMO's until there is data that is specific to Miner Academy.** **Explain the different uses for the data obtained from the NWEA and TLI.** **TLI assessments will be used to track students' progress compared to a predetermined set of standards to be taught within a specific time frame. This helps us determine if students are on track to be proficient on current Benchmark and EOC exams. The NWEA Measures of Academic Progress assessments will help us assess students' growth over time in order to truly measure the value added by Miner Academy. NWEA will serve as a formative assessment of individual student achievement and will provide specific data that will be utilized to make informed decisions about planning, teaching, and learning through the use of the NWEA's Measures of Academic Progress (MAP) assessment in reading, language usage, and mathematics. Administered three times during the school year, MAP assessments are computer-based adaptive assessments that give students, teachers, and parents information concerning an individual student's skill level in each content area, and more importantly, measuring their growth from one test to the next. This data is used to identify student strengths and weaknesses. This assessment helps determine the individual needs of all students as they progress through the year.**

Explain how the survey results of affective characteristics will be used to improve student academic performance.

The results of affective characteristics as it relates to attitudes about school and learning will be used to improve Miner Academy and the services it provides. Our goal is to see improvement in the level of positive attitude toward school and learning in order to ensure that all students graduate. The survey that we plan to use is the Youth Risk Behavior Survey through Arkansas Coordinated School Health. This survey is customizable to allow us to ask only the questions that we find applicable to our students. We will then be able to compare the results from students at Miner Academy to other students across Arkansas and the nation.

Explain how the district will determine which building to enroll students in for the purpose of APSCN and accountability.

For the purpose of APSCN reporting, the students will be assigned to the building that corresponds to their schedule. It is possible that some students will be assigned to two different campuses for an amount of the day not to exceed 100%.

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

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

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the Applicant is prepared to implement the requirements and timeframe of the Common Core Standards.

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

Strengths
Concerns and Additional Questions
Clarify whether the applicant intends to provide the required 38 units. **we are providing the 38 through a partnership with Bauxite High School, Saline County Career Center and K12 online curriculum or like program.**

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions
From public hearing notes: **"kids that are too far ahead, we can't focus on them because we have to focus on a different area of students"** **(open-enrollment)** **(Text on Page 3 acknowledges that gifted students get behind and Page 4 states, "Miner Academy is available to ALL students to serve as an alternative to the traditional setting.")** **In discussing waivers – "we can reapply or drop some at our 3 year evaluation"** **"get locked in for 3 years with charter"** **This will be a school within a school – will have to have new LEA number to track students if want to be considered for CSP grant.** **Flexible schedule – moving students back and forth between traditional middle or high school and Miner Academy – all or some may not be charter school students.** **These notes were taken by a participant in our public meeting and reflect their own thoughts and jottings. I used them to more completely document the meeting. We have had three meetings with the teachers and staff in our district since this public meeting. Another public meeting will be held in the Spring if we are granted the conversion charter.** **Text on Page 7 says that all are eligible, but if more apply than can be accommodated, preference will be given to those who are in danger of not graduating followed by a lottery.** **This process has been refined to state that all students may attend Miner Academy and there will be no discrimination. If numbers of students seeking enrollment or being referred to Miner Academy exceed the capacity of the school cap of 500, a lottery system will be utilized for student selection.** **Explain how the proposed application and enrollment procedures will work when disciplinary placements will be made to the charter school as stated in 10 G on Page 10.** **All students will be accepted into the Miner Academy up to the cap of 500. When students are referred to Miner Academy for a disciplinary alternative learning environment, the lead teacher/director will work with the faculty and parents to ensure a smooth transition of curriculum and other services, such as special education or counseling. The disciplinary piece of Miner Academy will still function under the goal of ensuring that all students graduate on time with the skills necessary to be college and career ready. Their privileges will not be the same as the other students in Miner Academy but our educational goals for them will be just as demanding.**

LEGAL COMMENTS:

Standard 7 (Enrollment)

The Applicant states it will give priority for enrollment to students in jeopardy of failing to graduate. This is not permissible under federal law, as every child must have an equal opportunity to enroll in the school. Though the Applicant recites that it will not deny enrollment on the basis of race, ethnicity, national origin, gender, or disability, the Applicant should note that the signed Statement of Assurance also bars the school from discriminating on the basis of religion, or academic or athletic eligibility.

STANDARD 8 OF APPLICATION: STAFFING PLAN

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions
Discuss the salaries for the extended day and school year positions. **The extended day of Miner Academy will be staffed by staggering the working times for teachers and staff so that overtime is not required but students are supervised and being taught by certified staff at all times. The staff that works during the extended school year will earn their daily rate of pay for the regular school year, multiplied by the number of extra days they work in June and/or August.** **Explain what license will be required for the mental health paraprofessional.** **The mental health services provided for Miner Academy (that are in addition to the certified guidance counselors employed by Bauxite School District) will be the employees of Ascent Mental Health Services. Ascent currently serves students in our school district. They have agreed to provide a mental health paraprofessional that meets their standards for licensure and certification, to be housed in Miner Academy. This paraprofessional will be an employee of Ascent, working with Bauxite. Ascent has also provided a letter of support that is included at the end of this response.** **See separate letter from Ascent.**

STANDARD 9 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions
Verify that applicant will comply with all state and federal special education regulations. **Miner Academy will comply with all Arkansas and Federal special education regulations.** **Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.** **Currently, less than 2% of the students in the Bauxite School District are considered English Language Learners. All students who are part of this population and have an ELL Educational Plan will receive all accommodations required. In addition, English Language instruction can be provided as needed through the virtual classes that can be offered at Miner Academy.** **Provide and discuss the data to show that project-based learning meets the needs of gifted learners.** **Project-based learning has been proven to be an effective instructional tool. We currently offer students this opportunity in our EAST classroom and many teachers use project-based learning activities in their classrooms on a regular basis. In regard to meeting the specific needs of gifted learners, project based learning can provide, "student independence, student empowerment, and the teachers [with an opportunity to] tailor projects to the deep and varied needs of gifted students" (Stanley, 2012). Intrinsic motivation is another important aspect of project based learning and it is also closely linked to completing high school. Hmelo-Silver states, "The final goal of PBL is to help students become intrinsically motivated. Intrinsic motivation occurs when learners work on a task motivated by their own interests, challenges, or sense of satisfaction. Similarly, gifted high school students tend to be highly motivated and have the cognitive skills that allow them to be confident in tackling some complex task" (Hmelo-Silver, 2004). Helping our gifted students, whether they are identified as gifted or not, is critical to making sure all of our students graduate.** **Provide details regarding preparing students for taking AP courses.** **Software packages, such as K 12, offer curriculum that not only prepares students for taking AP courses, but they actually offer AP courses that our current high school is unable to provide due to a limited number of students that would be willing to participate and the staffing issues that would be involved. Students may choose to attend Miner Academy in order to benefit from the pieces of this alternative learning environment that would allow them an even richer curriculum.**

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
Confirm that financial data, including grants and/or private donations, will be reported in the Arkansas Public School Computer Network. **All financial data, including grants and/or private donations that relate to Miner Academy will be reported in the Arkansas Public School Computer Network just as is done for all school buildings within the district.**		

STANDARD 11 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
    - members of the local board of the public school district where the charter school will be located; and
    - the employees of the public school district where the charter school will be located.

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

Strengths
Concerns and Additional Questions
Describe the facilities, other than the District Administrative and Financial Office that are being considered for Miner Academy. **There are two large classrooms in the bottom of the high school science building that are being considered for a remodel for Miner Academy. They might require more work than the District Office. That is still being investigated. As Miner Academy grows, there is space next to the District Office that can be repurposed to handle an expansion. Our school board has approved the use of space in the district for Miner Academy as verified by the document signed by the Board President in the original application. The Board will vote on the exact space to use for Miner Academy in their regular January meeting.** **Please confirm if there are alcohol sales within 1000 feet and whether these facilities are appropriately zoned for the school's usage.** **There are no alcohol sales within 1000 feet of the school district and the spaces that are being considered for use for Miner Academy. All spaces under consideration are appropriately zoned for our usage as they are currently part of the district.**

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- A rationale for each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

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

Legal Comments

1. Requested Waivers:

a.) Ark. Code Ann. § 6-16-102 ("School day") & Standards 10.01.4 and 14.03 of the Standards for Accreditation (regarding required instructional time): The Applicant should clarify whether students who attend a half-day at the charter school will spend the remaining half of the day at another district school. If so, and the students are receiving a combined total of six or more hours of instruction each day, no waiver is necessary. If not, the Applicant will also need to consider the impact and possible waiver of Ark. Code Ann. § 6-18-211 ("Mandatory attendance for students in grades nine through twelve"). Without satisfactory clarification of the rationale for this waiver, no waiver will be granted.

Miner Academy seeks exemption from this code because the nature of our educational program requires flexibility in addressing the unique needs of its at-risk student population. We request that the school day be defined as a day in which classes are in session and students receive at least three hours of direct instructional time. Students may be enrolled in Miner Academy, Bauxite High School or Bauxite Middle School for additional hours. Students will also be allowed to work on instructional modules from their home or other location with internet access.

b.) Ark. Code Ann. § 6-15-1004 ("Qualified teachers in every public school classroom"), 6-17-302 ("Public school principals -- Qualifications and responsibilities"), 6-17-309 ("Certification to teach grade or subject matter – Exceptions – Waiver"), 6-17-401 ("Teacher license requirement"), 6-17-902 ("Arkansas Teachers' Salary Law – Definition"), and 6-17-919(a)(1) ("Warrants void without valid certificate and contract"); Standard 15.03 of the Standards for Accreditation ("Licensure and renewal"); ADE Rules Governing Waivers for Substitute Teachers; and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher: The Applicant should further clarify the need for these waivers, since the Applicant asserts in Standard 8 that its employees will be required to meet state licensure requirements.

All teachers at Miner Academy will be highly qualified. Every attempt will be made to secure the appropriate licensure for each teacher but it may be that the best teacher for a position might not hold an Arkansas certificate. For this reason, a waiver is requested.

- **Even if Applicant is granted a waiver from the licensure requirements, the Applicant will still be required by federal law to hire only Highly Qualified teachers in core academic subject areas (English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art). Any teacher who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.**

All teachers at Miner Academy will be highly qualified as required by law.

- **The ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.**

Miner Academy will follow all ADE procedures related to certified teachers administering standardized tests.

- **All teachers and school personnel must submit to the criminal background and central registry checks.**

All teachers hired by the Bauxite School District for Miner Academy will submit to the criminal and central registry checks as is done for all teachers in the district.

- **It is noted that the Applicant has not requested waiver of Ark. Code Ann. § 6-17-302, requiring the school to have a properly licensed principal.**

This waiver was omitted due to a lack of understanding that a separate LEA# would be required.

We do request a waiver for Ark. Code Ann.§ 6-17-302. The lead teacher/director of Miner Academy will work closely with the building principals in the two sending schools within the district. We do intend to retain a certified principal as the school grows. In the beginning, we wish to be able to hire the person that is the best fit for this position and will have the most to offer our students and teachers in regard to leadership and commitment.

c.) Standards 9.03.3.3 and 9.03.4.2 of the Standards for Accreditation (regarding science courses and laboratory requirements): Standard 9.03.3.3 does not require laboratory experience, although the ADE curriculum frameworks for K-8 science do mention hands-on experiences for students. Standard 9.03.4.2 requires active student participation in laboratory experience for a minimum of 20% of instructional time in science courses. The State Board has never granted a waiver of this Standard, and even the fully-virtual Arkansas Virtual Academy provides hands-on experience to its students. The Applicant should further explain why waiver is necessary, particularly since the Applicant is not proposing to offer a virtual or off-campus educational option.

We will remove our request for this waiver. Students will participate in a laboratory experience for at least 20% of instructional time. There is a fully functional science lab that is available to be reserved by all science teachers at the middle school. Miner Academy will be given priority in scheduling this space. It is adjacent to the proposed location for Miner Academy.

2. Waivers Not Requested

a.) The Applicant should confirm its intention to not seek alternative learning environment (ALE) state categorical funding for this school, since the proposed budget does not identify any ALE funds expected to be received. If the budget is in error, and the Applicant does intend to seek ALE funding, the Applicant should carefully review Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding to determine what additional waivers may be necessary. The Application in its present form may conflict with these rules in a number of ways, including without limitation the proposal to use a charter school classroom as an ISS room, the method of assigning students to the school, the staffing plan, and the plans to extensively utilize computer-based instruction.

Miner Academy does intend to seek alternative learning environment (ALE) state categorical funding for this school. The proposed budget was in error. A revised budget form is included at the end of the response items. **After being made aware that a separate LEA# would be required for Miner Academy, there is an additional waiver that we recognize as necessary:** ***Ark. Code Ann.§ 6-25-101 concerning School Library Media Services and Section 16.02 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*** **A waiver is requested from these regulations to allow Miner Academy the flexibility to provide a rich collection of educational materials to students through the use of the media centers on both the Bauxite High School and Bauxite Middle School (sending schools) campuses. In addition to these hysical resources, the one-to-one computer to student ratio and software solutions made available to Miner Academy students will provide them with access to the most relevant and current information possible.**
Concerns and Additional Questions
Clarify that the waiver of duty free lunch will only be utilized by teachers at Miner Academy. **The waiver of duty free lunch will only be utilized by teachers at Miner Academy.**

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

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

Evaluation Criteria:
A response that meets the standard will present:

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

Legal Comments
Concerns and Additional Questions

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions
Provide details of the plan to involve parents and guardians of students at the school, as well as the broader community, in the process of carrying out the terms of the charter. **Parents and/or guardians will be given the opportunity to participate on committees and advisory councils in order to ensure an ongoing dialogue with the community as a whole. It is the desire of Miner Academy to serve our students and therefore serve the entire community by providing educated and informed citizens. Parents and/or guardians will also be given the opportunity to volunteer in Miner Academy in roles that fit their skill sets. Examples could include career mentors, tutors, homework partners, and book club leaders.** **Describe the ways in which parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria.** **The school improvement planning process will include parents and/or guardians of Miner Academy students. This process, having proven successful at the other campuses within our district, allows parental input and involvement in data analysis, identifying areas of strength and weakness, and planning for improvement.** **We have found that parents are the very best advocate for education when they are included in the conversations at all stages of the planning for improvement process.**

FINANCIAL/BUDGET COMMENTS:

Partially Meets Standards

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

Concerns and Additional Questions:

The applicant does not include salary schedules for licensed or non-licensed employees with information describing how extended day and year salaries will be calculated for Miner Academy employees. Amounts provided for salaries budgeted cannot be verified. The applicant should clarify.

The applicant should clarify how calculation of Federal revenue for year 1 and year 2. Pgs. 13 & 16

G/T position listed as .25 FTE but applicant referenced using the district GT program. Please clarify. Pgs. 13 & 17

Health Services position listed as .25 (Page 13) but applicant referenced using the district nurse. Please clarify. Pgs. 13 & 17

The applicant should clarify fringe benefit rates for Administration, Regular classroom instruction, & Gifted and Talent for both budgeted years. Budgeted rates are higher than other areas. Pgs. 13 & 16

Administrative position increases $19,850 (38%) in year 2. Applicant should clarify. Pg. 16

The applicant should clarify how $50,000 is arrived at for supplies and materials under Alternative Learning.Pg. 13

The applicant should clarify amount budgeted for supplies year 2 for Gifted and Talented. Pg. 17

Media Services is listed as .25 FTE (page 13) but applicant references using media from the school district. Please clarify. Pgs. 14 & 18

The applicant lists .25 FTE for fiscal Services. Please clarify. Pg. 13

The applicant should clarify calculation for renovations in both years. Pgs. 15/19

The applicant does not include budgeted amounts for utilities, property or content insurance where Miner Academy will be housed. Pg. 15

The applicant does not budget for purchase of Computer based instruction software. Please clarify.

Applicant does not consistently provide budgeted amounts. In some areas the applicant states that the school district will provide services and FTEs are allocated. In other areas the school district will provide services and nothing is budgeted (food services, Maintenance & Operation, etc.). Please clarify.

The applicant budgets revenue and expenditures the same for a net effect of zero for both years. Information provided cannot verify if program is viable. Please clarify.

ADDITIONAL COMMENTS:

LEGAL NOTES

a.) The Applicant should note it will be required to obtain a new LEA for this charter school if it is approved.

2012-2013 Application Cycle

Application

Miner Academy
Bauxite School District

ARKANSAS DEPARTMENT OF EDUCATION

ORIGINAL

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31

RECEIVED
OCT 3 1 2012
CHARTER SCHOOL OFFICE

Charter School: Miner Academy

Date Submitted: Wednesday, October 31, 2012

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201
501.683.5313

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: **Miner Academy**

Grade Level(s) for the School: **6-12** Student Enrollment cap: **500**

Name of School District: **Bauxite**

Name of Contact Person: **Bridget Chitwood**

Address (no P.O. Box please): **800 School Street** City: **Bauxite** ZIP: **72011**

Daytime Phone Number: (**501**) **557-5453** FAX:**(501) 557-2235**

E-mail: **chitwoodb@bauxiteminers.org**

Charter Site Address: **800 School Street**

City:**Bauxite** ZIP Code: **72011**

Date of Proposed Opening: **August 1, 2013**

Name of Superintendent: **Jerrod K. Williams**

Address: **800 School Street**

City: **Bauxite** Zip Code: **72011**

Phone Number:**(501) 557-5453** FAX: **(501) 557-2235**

E-mail: **williams@bauxiteminers.org**

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Bauxite School District proposes a conversion charter school on the campus of Bauxite High School and Bauxite Middle School to be called Miner Academy. This new school will enable the district to deliver an innovative approach to personalized learning that will address the needs of our unique student population. As a charter school, Miner Academy will be able respond swiftly and appropriately to the needs of the 21st Century learner that struggles, for a variety of reasons, in the traditional classroom environment. This will allow the Bauxite School District to not only improve the academic achievement and graduation rates of our students, but also to ensure that ALL students graduate with the skills and knowledge necessary to be college or career-ready.

This proposed conversion charter school would be available to all students in grades 6-12 at Bauxite Middle School and Bauxite High School. The current combined enrollment of these two campuses is 1006 students. The initial enrollment for Miner Academy will consist of students that have been referred by teachers, administrators, parents, or the students themselves, based on a need for an alternative learning environment in order to ensure student success and the completion of a high school education.

Miner Academy would be a multi-faceted educational setting that would allow for improved services to be provided to our students who need a more individualized approach to learning (See Appendix A). One part of Miner Academy would be dedicated to the use of technology to serve the needs of students that need to learn at a different pace. Students served in this area might be behind on the credits they need to graduate and need to work to catch up in order to graduate on time or they might simply function better in an environment with fewer distractions. Students that are working in this part of Miner Academy will have one-to-one access to technology as well as a certified teacher that specializes in each core academic area at least one period of the day. These students may stay in Miner Academy for as little as one period a day or as much as a full day. This very special alternative learning environment will be valuable for students that might otherwise not graduate or graduate later than their peers.

Miner Academy would also serve those students that are in need of an alternative learning environment for disciplinary reasons. Students would spend their entire academic day at Miner Academy in the Alternative Learning Classroom for the period of time that the sending school administrator has determined is warranted. This portion of Miner Academy would also serve as the in-school suspension facility for both Bauxite Middle School and Bauxite High School.

Several circumstances have worked together to create the urgent need for this unique type of learning environment in the Bauxite School District. Currently, when students are faced with the results of poor choices, they are assigned to the Benton Alternative School in the Benton School District. Students must ride a bus to and from this location. This has been an arrangement for our school district for a number of years. In addition, students who face unfortunate personal circumstances or even unplanned pregnancies often decide to drop out of school with the intention of getting a GED. The Bauxite School District wants to keep all of our students on our campus and help them work in an environment that best meets their needs so that 100% of our students graduate on time and in a position to be successful in college or a career setting.

Minority and low-income students are more likely to graduate late. Students who graduate late are at a disadvantage as they work to compete in today's society. Research shows that late graduates are less likely to earn a bachelor's or associate's degree, less likely to have health insurance, and will earn at least $2400 a year less than on-time graduates (Hull, 2009). Students working in the proposed conversion charter school will have the ability to complete credit recovery requirements at an individual pace that will encourage students to stay in school and graduate with their peers.

Students who drop out entirely from school face an even more bleak future. Students that do not receive a high school diploma are more likely to have health problems related to a lack of health insurance, obesity, and smoking (Zajacova, 2012). Also, they will earn almost $10,000 a year less than a high school graduate and are more likely to raise their children in a impoverished environment. For students who spend at least half of their childhood in poverty, 32% will not graduate from high school (Kappan, 2011). This continues a cycle of poverty that is not acceptable for our community.

The singular purpose of the proposed conversion charter school is to provide a learning environment that is different from the existing school. Miner Academy will serve students with unique needs using the most appropriate methods and instructional resources available. Caring and highly qualified professionals will work within a technology rich environment to ensure that all of our students are ready for college or the work place.

D. REQUIRED INFORMATION

STANDARD 1: Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion or limited public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The announcement was made in the only local newspaper in Saline County with daily coverage on a weekly basis for three (3) consecutive weeks prior to the October 23, 2012 public meeting concerning Bauxite School District's application for a District Conversion Charter School. The Bauxite School District also published an announcement on the District's Facebook page as well as the District's website (www.bauxiteminers.org). The public meeting was also discussed and the charter school application was the focus of the October 12, 2012 administrative team meeting. In addition to these announcements to the community, two email notices were mailed to all faculty and staff of the district. The first email notification occurred on October 9, 2012 with a reminder email sent on October 23, 2012 (See Appendix B for all documentation related to the public meeting including the PowerPoint and notes).

The public meeting began at 5:30 p.m. on October 23, 2012. After signing in and having refreshments, an overview presentation was provided by Bridget Chitwood, Director of Curriculum, Instruction, and Federal Programs (See Appendix B). Questions were asked and answered by Ms. Ann Webb (High School Principal), Mr. Jerrod Williams (Superintendent), and Mrs. Chitwood. Many suggestions were offered on services and physical location of the charter. Waivers were also discussed. Feedback was very positive. The participants in the meeting were asked to complete an online survey related to their level of support for the charter (See Required Item 5).

STANDARD 2: Give the mission statement of the proposed district conversion or limited public charter school.

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.

Miner Academy Mission Statement is manageable in that it speaks directly to the goals of the Common Core State Standards and is measurable through the state assessments as well as interim assessments that will be provided through the NWEA MAP assessments. Additionally, our staff will continue to receive specific training on the use of formative assessment to guide instruction for all students.

STANDARD 3: Describe the educational need for the school.

Currently, students who attend school in the Bauxite School District receive an education in a traditional format. Students are taught in classes with 20 – 30 students led by one teacher who follows a set curriculum at a predetermined pace in order to ensure that students "cover" a certain amount of the curriculum by a certain date. This model, while well suited for a large number of students, is not perfect for ALL students.

When students fall behind academically in regard to obtaining credits for graduation they are more likely to drop out of school entirely. In 2010 the Bauxite School District had a graduation rate of only 92.86%. For economically disadvantaged students the graduation rate was only 80% (See Appendix C). This percentage is not acceptable to our school district or our community. As stated in Section B, students in poverty are more likely to fail to finish school. Students who fail to finish school are more likely to raise their children in poverty (Kappan, 2011). This creates a cycle of poverty and failure that we are driven to change for the children of Bauxite.

Students find themselves behind academically for many reasons. For some, it is a discipline problem that may have caused suspensions or even an expulsion. This may also result in an assignment to the Benton School District's Alternative Learning Center. Bauxite School District contracts with Benton School District to serve our students that have been determined to need an alternative educational placement due to a disciplinary issue such that has not been corrected through the measures available to us on our campus. These students currently ride a bus from Bauxite to Benton twice a day to receive services. This is seen as punitive by students and parents and is counter-productive to the assistance we are trying to provide for students. We also have a need for assistance for children who have frequent or long term absences due to illness, family circumstances, or pregnancy that cause them to get behind in classes and in their pursuit of the appropriate number of credits to receive a high school diploma.

In our current academic setting, we are unable to respond to the needs of the learner who, for disciplinary reasons, needs an alternative learning environment placement. We are also unable to respond to the individual needs of students that desperately need to recover credit in order to complete their high school education while remaining in public school.

Miner Academy will be effective at meeting these goals as well as the established annual measureable objectives determined by the State of Arkansas to be appropriate for our district. Through the conversion to a public charter school, and the flexibility this will afford the district, we can be more responsive and flexible as we work to meet the needs of the individual learner.

STANDARD 4: Describe the educational program to be offered by the district conversion public charter school.

When students enroll in Miner Academy, they are enrolling in a school within a school. Miner Academy offers alternative to the traditional classroom environment. While one part of Miner Academy is considered disciplinary, the focus of the school as a whole is on providing the appropriate alternative learning environment for all students that enroll. Listed below are some of the features that will allow us to provide this unique environment:

Formative and Interim Assessment

All students that participate in Miner Academy will be assessed on a regular and frequent basis with formative and interim assessments. While this is also true for students on the current, traditional school campus, students in Miner Academy will also be assessed using the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessment. This is an adaptive assessment that will allow students to be assessed at their actual level of performance. For example, when a student answers a question on a test, if they answer correctly, they will move on to a more challenging question. This will allow students to demonstrate mastery at a more individual rate than in the traditional setting. This will be a pilot experience for the Bauxite School District.

The MAP assessment will also provide the staff at Miner Academy with specific information regarding academic skills that have been mastered and those that need to be strengthened. This data will be used in designing curricular interventions and a personal learning plan for all students in Miner Academy.

NWEA assessments will also be utilized in tracking student's academic progress across the school year. Since each student has a "targeted growth" rate established at the beginning of the NWEA assessment process, the NWEA assessment will provide data that can be used to assess how well individual students have grown during the year as well as the degree to which Miner Academy has contributed to the increasing academic achievement of students served.

Compacting of the Curriculum/Personalized Learning Plan

A personalized learning plan will be developed for each student enrolled for all or part of the day. This plan will describe, the educational goals for each child based on their academic strengths and needs. A compacted curriculum will be the basis for these goals. When the curriculum is compacted, the teacher is able to ensure that students will learn the required curriculum but will be able to give students the "credit" for things they already know (Willard-Holt, 2003). Compacting has long been considered a recognized and credible instructional tool to be used in working with students identified as gifted learners (Reis, Burns, & Renzulli, 1992). However, we plan to make compacting available to all students at Miner Academy. It is estimated that anywhere from 15% to 40% of gifted students are at risk of performing far below their academic ability (Seeley, 1993). This often leads to a failure to identify gifted students and therefore fail to provide an appropriate educational offering. Students that are under challenged an exhibit inappropriate behaviors and prevent them from fulfilling their potential. When teachers pretest students, which will be done through teacher made assessments or NWEA MAP assessments, they will be able to identify which of the standards students already have under control and which ones will require additional focus. This will weaken the possibility of wasted time and allow students to progress at the most appropriate rate.

Technology

A one to one technology environment will be accessible to students in Miner Academy to allow for the use educational resources and web-based information systems as students need them. Working in this unique, computer-based instructional environment requires that all students at Miner Academy have free and consistent access to their materials and learning tools. Students will read, write, research, and communicate via the most appropriate technological tools available to us. The goal is to encourage students to be confident and creative thinkers and learners with the ability to use resources that will be available in almost any college or career environment.

Flexible Daily Schedule

Students that are struggling to obtain enough credits for on-time graduation will be able to attend Miner Academy on a partial day schedule in order to work toward credit recovery through a blended model of using computer software and face-to-face learning. The most successful credit recovery programs are those that use this "hybrid" model (Plummer, 2012). In addition to full time staff at Miner Academy, teachers from other campuses will be scheduled to work with students in areas of need. For example, the mathematics teacher from the middle school may come over one period a day to assist students working with credit recovery on their assignments in math if their certification and area of expertise is appropriate. A special education teacher will be scheduled to assist those students that have an individual education plan if the students are assigned to Miner Academy for a course in their area of identification. Allowing students to be scheduled for part of the day and then return to the traditional school for other courses will encourage those students that are behind to remain a part of the school environment and provide for social time with their peers.

Students that participate in Miner Academy for disciplinary reasons may also be allowed this flexible day schedule depending on their individual circumstances. This is a key benefit of the formation of this conversion charter school.

Academic Calendar/School Day

The academic calendar for Miner Academy will differ from the traditional school calendar in that students will be able to be served Beginning August 1 and ending June 30 as opposed to only the 178 days required by Arkansas (See Required Item 1). Students will be able to work through the month of June and/or begin on August 1 in order to recover credits needed to graduate or to maintain their current grade level standing. Miner Academy is available to ALL students to serve as an alternative to the traditional classroom setting.

The school day at Miner Academy may look different for each student based on the reason for their attendance and their academic and developmental needs. Students may spend part of their day in Miner Academy and part in the traditional school setting. Other students, based on their number of credits and individual circumstances, may have flexible hours based on their physical and educational needs. The school day will be extended to best meet those needs (See Required Item 2).

Computer-Based Instruction

The use of computer-based instruction software, such as A+ Anywhere Learning System, will allow students to have access to engaging curriculum provided at a developmentally appropriate pace. The use of this software alongside the assistance of Miner Academy staff will allow students to have access to the best of both types of instruction. Reports reflecting a student's progress will be available through the use of the computer-based instruction programs. This will allow teachers, parents, and students to determine progress and redefine goals as necessary.

STANDARD 5: List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used for improving student academic achievement for each year of the pubic charter schools' initial five (5) year period.

Goal 1: Miner Academy will use the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments to measure students' progress toward meeting their individual growth goals in Literacy. In addition, Miner Academy has as a goal that 80% of the students will reach the building AMOs (See Appendix D).

Tool(s): Current assessment required by the Arkansas Department of Education

NWEA/MAP (Measures of Academic Progress) and/or TLI (The Learning Institute) Assessment

Goal 2: Miner Academy will use the assessment instrument required by the Arkansas Department of Education, the NWEA/MAP, and TLI Assessments to measure students' progress toward meeting their individual growth goals in Mathematics. In addition, Miner Academy has as a goal that 80% of the students will reach the building AMOs (See Appendix E).

Tool(s): Current assessment required by the Arkansas Department of Education

NWEA/MAP (Measures of Academic Progress) and/or TLI (The Learning Institute) Assessment

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 post-secondary education; and attitude toward graduation.

STANDARD 6: Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also, describe plans to implement the curriculum requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

The Bauxite School District will fully implement the required curriculum in Miner Academy. We have currently implemented the Common Core State Standards (CCSS) in all school building for grades K-8 as required. We began working with our K-2 teachers in the spring of 2010 to "unpack" the standards and work through the cross-walk documents that were provided as resources. Our district Instructional Facilitator for Literacy, as well as literacy and math specialists from the Dawson Educational Cooperative, are working with all grade levels, especially grades 9-12, so that we will be fully implemented in CCSS for the 2013-2014 school year, as required by the timeframe adopted by the State Board of Education. Our teachers and administrators are working together and with teachers and administrators in other districts to ensure that we utilize the best practices and resources available. We have also contracted with Arkansas Public School Resource Center (APSRC) to participate in the second cohort of the Achieving By Changing (ABC) Common Core implementation program.

STANDARD 7: Describe the enrollment criteria and the student selection process. Include a statement of what student selection method will be utilized I the event that ore students apply for admission to the district conversion or limited public charter school than can be accommodated under the terms of the charter.

Miner Academy is open to all students who attend Bauxite School District. No student will be denied enrollment based on race, ethnicity, national origin, gender, or disability. Information about Miner Academy and recruitment material will be made available to parents at the spring parent-teacher conferences and then published annually thereafter.

Students may be referred to Miner Academy by teachers, administrators or parents when the circumstance are such that it is believed that a student would be better served in this unique environment.

Students may also refer themselves to Miner Academy when they recognize that their own learning needs match this individualized learning environment.

Students may be referred by a school administrator to the Miner Academy for behavioral reasons in order to participate in the component of Miner Academy that serves as a disciplinary Alternative Learning Center. This will only occur after a consultation with parents and teachers if applicable.

The enrollment cap of Miner Academy is 500. If the number of students seeking enrollment exceeds this number, priority will be given first to those students that are in jeopardy of failing to graduate. After that requirement has been satisfied, the rest will be chose anonymously through a random lottery.

STANDARD 8: Summarize the job description of the school director and other key personnel. Specify qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Director/Lead Teacher:

- Be accountable for all aspects of Miner Academy to ensure compliance with all Arkansas Department of Education regulations and state laws
- Serve on the District Leadership Team
- Ensure a safe and secure learning environment for students and staff
- Monitor daily instruction to ensure that data driven instruction is common in all classrooms
- Ensure complete implementation of Common Core State Standards
- Maintain a student behavior management system that promotes equity and fairness for all students
- Create a culture within Miner Academy that will enlist greater parental involvement
- Promote fairness and high ethical standards in all daily operations of the middle school through consistency

Qualifications:

Experience in education with experience in an alternative learning environment, secondary content knowledge, project based learning, and personal learning plans preferred. Candidate must meet all state licensure requirements. Bauxite School District will follow all state and federal laws in filling this position.

Count: 1 Fte (Salary Schedule will be set by the Bauxite Board of Education during their regular certified salary meeting in the Spring of 2013).

Teacher:

- Conduct classroom instruction
- Work with colleagues on other campuses within the district to plan instruction
- Differentiate instruction to reach different levels and types of learners
- Attend training for professional development
- Utilize formative assessment to inform instruction
- Utilize project based learning
- Prepare and implement personal learning plans

Qualifications:

Candidate must meet all state licensure requirements. Bauxite School District will follow all state and federal laws in filling this position.

Count: 1.0 Fte (See Required Item 4)

Director of Student Services (Operations)

- Oversee all functions of custodial, maintenance, food service, and transportation services
- Collaborate with administrators to coordinate renovation and building projects

Qualifications:

The Director of Student Services will hold at least a building level administrator's license and be experienced in managing several staffs.

Count: .25 Fte

Director of Curriculum, Instruction, and Federal Programs

- Oversee instructional concerns and curriculum implementation for Miner Academy
- Collaborate with administrators ensure academic success for all students

- Coordinate all federal funding related requirements including parental involvement

Qualifications:

The Director of Curriculum, Instruction and Federal Programs will hold a curriculum specialist license as well as a building level administrator's license and be experienced in meeting state and federal requirements.

Count: .25 Fte

Financial Services Director

- Oversee all financial service including but not limited to bookkeeping, payroll, human resources, purchasing, and accepting money.
- Collaborate with the Director of Student Services and the Director of Curriculum, Instruction and Federal Programs in order to prepare and manage the Miner Academy budgets.

Qualifications:

The Financial Services Director will be qualified through Tier Training from the Arkansas Department of Education and will also have extensive experience in school finance management.

Count: .25 Fte

Counselor

- Provide all guidance services as specified by Arkansas Department of Education
- Assist parents in understanding academic testing and achievement issues
- Provide career guidance

Qualifications:

The counselor must be certified and have experience in an educational setting

Count: .25 Fte

Instructional Facilitator for Technology

- Provide guidance and instruction for teachers and staff as they integrate technology into the instructional practices of Miner Academy.
- Assist with the removal of obstacles as the hinder the implementation of Personalized Learning Plans, credit recovery, and project-based learning

Qualifications:

The instructional facilitator for technology bust be a certified teacher and have experience integrating technology into the classroom environment.

Count: .25 Fte

Mental Health Paraprofessional

- Provide mental health services to all students at Miner Academy as needed
- Assist with supervision of students
- Assist with academic work as appropriate
- Communicate with parents, in coordination with Teacher

Qualifications:

The mental health professional will be fully licensed and maintain current on related information through ongoing training and professional development.

Count: 1.0 Fte

Paraprofessional

- Assist with supervision of students
- Assist with academic work as appropriate
- Communicate with parents, in coordination with Teacher

Qualifications:

The paraprofessional will be highly qualified and maintain current knowledge in alternative education strategies through ongoing training and professional development.

Count: 1.0 Fte

School Board

The Board of Directors of the Bauxite School District will be responsible for staffing Miner Academy and approving all salary plans.

STANDARD 9: Describe the manner in which the school will make provisions for the following student services. Please note that under federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive responsibility of providing services for students with disabilities.

A. Guidance Services

The maximum student enrollment at Miner Academy will require an additional counselor to be hired. Until such time as a full time is necessary, all students at Miner Academy will be served by the high school counselor and middle school counselor as well as the district mobile counselor.

B. Health Services

Miner Academy will be served by the Bauxite School District RN as well as the LPN that the district employees above and beyond the requirement. Mental health needs will be addressed through certified mental health certified mental health providers. Ascent Mental Health Services will provide a full time paraprofessional to meet the needs of the students in Miner Academy.

C. Media Center

Students in Miner Academy will have access to the media centers on all three campus both physically as well as virtually. The collections in all three media centers are searchable online through Destiny software that was purchased with ARRA funding. Students will be able to search and access fiction, non-fiction, research material, and online resources. Certified media specialists will be available to assist Miner Academy students as needed and teachers will be able to reserve the use of the media centers, including the computer and technology resources, on an equal basis with their colleagues in the other buildings.

D. Transportation

Transportation will be provided by the Bauxite School District and overseen by the Director of Student Services. The Bauxite School District and Miner Academy will comply with all transportation regulations.

E. Food Services

Students in Miner Academy will share the food services provided by Bauxite High School. Bauxite School District and Miner Academy will comply with all Food Service Regulations and offer approved child nutrition services. Breakfast and lunch will be served each day. For students whose Personal Learning Plan or educational placement requires individual dining, lunches may be delivered to Miner Academy from the high school cafeteria.

F. Special Education

Miner Academy will provide special education services to all students with Individual Education Plans (IEP). Certified teachers will work with students individually, in small groups, and indirectly as stated in their IEP. Co-taught classes will be the goal of Miner Academy when appropriate. Special education services will be overseen by the District Special Education Supervisor.

G. Alternative Education/ALE

One of the primary purposes of Miner Academy is to serve students that require an alternative learning environment. All students in grades 6-12 in the Bauxite School District who are determined to need placement in an Alternative Learning Environment in order to best served will attend Miner Academy.

H. Gifted and Talented Program

All students in Miner Academy will be engaged in differentiated instruction through project based learning, Personalized Learning Plans, and self-paced technology based instruction. Students who require additional differentiation or gifted education services will be served by the Bauxite School District Gifted and Talented Director/Instructor.

STANDARD 10: Provide a statement that the charter school will participate in the Arkansas Public School Computer Network, as required by state statute or by State Board of Education rule, for reporting education and financial data, including grants or private donations received by the school.

The Bauxite School District and Miner Academy will participate fully in reporting education data in the Arkansas Public School Computer Network as required by state statute and State Board of Education Rule.

STANDARD 11: Describe the facility to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of the items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action of the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

There are several options of locations for Miner Academy. We will be meeting with an architect in the month of November to determine the most appropriate space that will allow for the greatest access and growth possibilities. One space that we are considering at this point to be used for Miner Academy is currently being used as the District Administrative and Financial Office. It has been used for this purpose for more than the past three (3) years. With minor adjustments to the facility, Minor Academy will have space that is easily accessible to the two campuses that would be sending/sharing students as well as the cafeteria, media centers, and other services that are necessary for efficient operations. Minor Academy would have classroom space, as well as a conference room, distance learning room, private bathrooms, and room to expand when necessary. The cost of any renovations of the current space for Miner Academy, as well as the cost of renovating the space to relocate the District Administrative and Financial Office, have been considered and can be handled in the budget of the Bauxite School District.

The Bauxite School District Board of Education voted in the regular monthly meeting on October 29, 2012 to allow the use of existing district space in this manner (See Appendix F).

This space currently meets all ADA and IDEA requirements and complies with all other state and federal laws. When renovations are necessary, the Bauxite School District will ensure that the space continues to meet these requirements in order to best meet the needs of all students.

STANDARD 12: List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) Arkansas Department of Education Rules, and the Standards for Accreditation of Arkansas Public Schools and School Districts that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule or standard requested to be waived by title and section number if applicable. Provide a brief description for each waiver requested.

Ark. Code Ann. § 6-10-106

School Year Dates

Miner Academy seeks to offer services to students outside the window of the traditional school year. This would require a waiver of the requirement for the start of school date to be on or after the Monday of the week in which August 19 falls. Bauxite School District seeks to offer credit recovery and course work from August 1 – June 30 in order to assist students and ensure that they receive a high school diploma, even when they are experiencing unfortunate circumstances. Students will have the opportunity to participate in credit recovery course work and have access to the resources necessary for this type of study.

Ark. Code Ann. § 6-16-102 (School Day Hours) and Sections 10.01.4 and 14.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (concerning seat time requirements):

School Day Hours

In order to meet the needs of students in a variety of special circumstances (such as health issues, discipline issues, and financial hardships), Bauxite School District requests a waiver of the requirement and definition of a school day being a "day in which classes are in session and students receive at least six (6) hours of instructional time". Research has shown that seat time is no longer the only, or even the best, way to measure learning and that "utilizing a seat time waiver positively impacts the probability of high school seniors graduating" (Mounger, 2011). Since the goal for students is to learn the skills necessary to be college and career ready and in doing so earn a high school diploma, not simply "put in their time", Miner Academy will work with students whose special circumstances might have otherwise caused them to drop out of public school. A brief published by the National Governors Association states, "Accountability systems will need to remove most time-based requirements in favor of a stronger emphasis on mastery" (Grossman, 2011). Miner Academy students will use mastery learning and ongoing assessments through NWEA MAP and/or The Learning Institute to accommodate special educational needs. Due to the nature of Miner Academy, the credit recovery components as well the acceleration opportunities available, we request a waiver of this standard.

Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom); 6-17-301 (concerning employment of certified personnel); 6-17-309 (concerning certification to teach particular grade or subject matter); 6-17-401 (concerning teacher licensure requirement); 6-17-902 (concerning definition of teacher); 6-17-919 (concerning warrants void without valid teaching license and contract); Section 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; the ADE Rules Governing Waivers for Substitute Teachers; and the ADE Rules Governing parental notification of an Assignment of a Non-Licensed Teacher.

Qualified Teachers in Every Public School Classroom

In order to take advantage of teachers that have unique life experiences and/or specialized training that has not been obtained in a traditional educator preparation program, Bauxite School District requests this waiver to allow the district to seek the most appropriate teacher for the environment that best meets the needs of the students enrolled in Miner Academy. However all core subjects will be taught by instructors that are highly qualified as defined by No Child Left Behind Standards.

Teacher Certification

Miner Academy requests a waiver in this manner to allow for the placement of teachers with the most to offer our students in regard to curriculum as well as meeting their affective needs, regardless of area of certification.

Ark. Code Ann. § 6-17-111 (Duty-Free Lunch Periods):

Duty-free lunch periods

Miner Academy requests a waiver of the requirement for a duty-free lunch period to allow teachers to choose to complete their maximum sixty minutes of duty during lunch. This will allow for teachers to eat lunch with students and facilitate the development of the caring, instructional relationships that will be the foundation of Miner Academy.

Ark. Code Ann. §2© 6-25-103 and 6-25-104 (concerning library media services) and Sections 16.02.3 and 16.02.4 of the ADE Standards Rnles (concerning library media services):

Licensed Library Media Specialist

Miner Academy requests a waiver from this standard because media will be available through large online libraries of interactive material as well as able to be accessed easily from the high school and middle school campuses.

Sections 9.03.3.3 and 9.03.4.2 of the ADE Standards Rules (concerning hands-on laboratory experience for 6th-8th graders (9.03.3.3) and 9th-12th graders (9.03.4.2)):

Hands on Laboratory Experience

Due to the access to virtual curriculum and online experimentation software, Miner Academy requests a waiver from this Standard of Accreditation.

STANDARD 13: Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

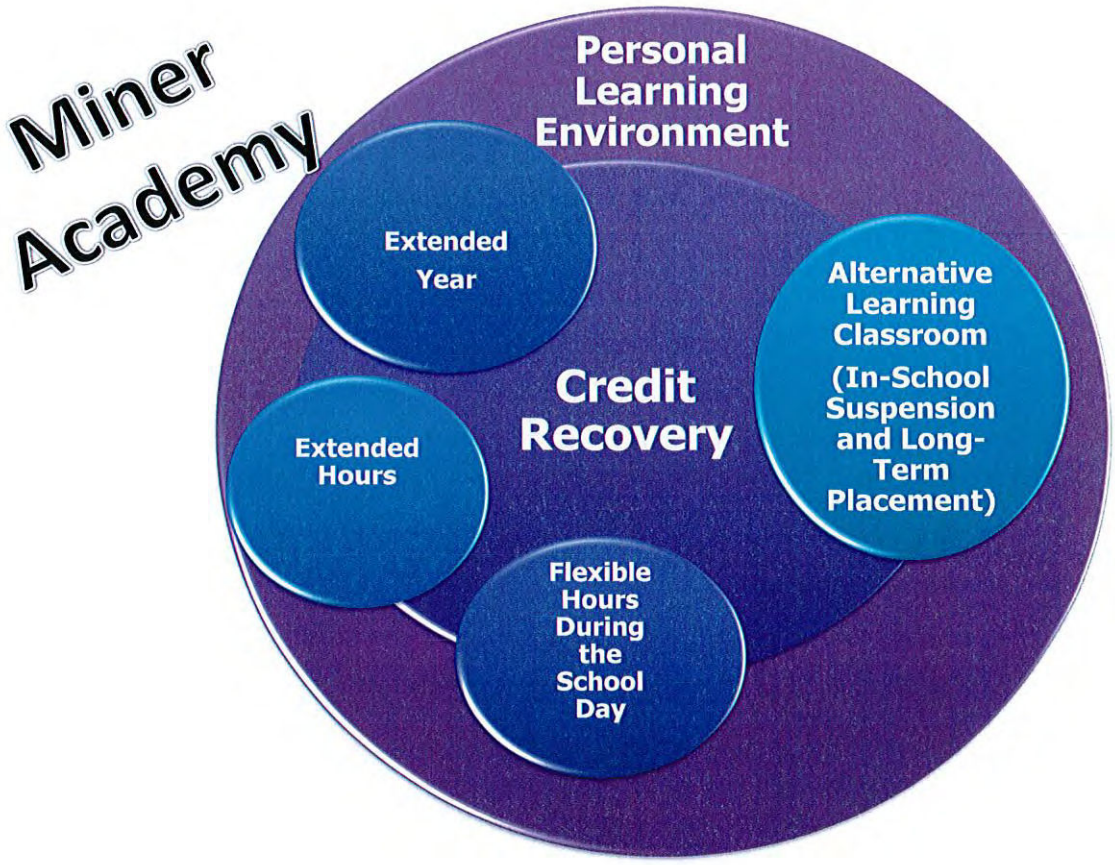
Miner Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools. It will also not hamper, delay, or negatively impact the efforts of any school district to comply with a court order to create and maintain a unitary system of desegregated public schools.

STANDARD 14: Describe how the parents or guardians of the enrolled students will be involved with the school and it educational program.

Parental involvement is very important to the entire Bauxite School District. The district benefits from outstanding parent support and participation in all events and public activities as well as supporting education at home by working with children and their teachers to ensure the student feels the support of the entire educational team. In addition to the parental involvement activities that have proven successful on the other campuses within the district, Miner Academy parents will be engaged in the work of the Miner Academy Leadership Team to provide input into the direction of the conversion charter school. Also, parents will be involved directly in the development and periodic revision of their child's Personal Learning Plan.

STANDARDS 15, 16, AND 17 APPLY ONLY TO LIMITED PUBLIC CHARTER SCHOOLS. They do not apply to district conversion charter schools.

APPENDIX A


Miner Academy
Personal Learning Environment
Extended Year
Alternative Learning Classroom (In-School Suspension and Long-Term Placement)
Credit Recovery
Extended Hours
Flexible Hours During the School Day

APPENDIX B

Proof of Publication

STATE OF ARKANSAS
County of Saline } ss

I, Carolyn Pearson do solemnly swear that I am Legal Advertising Clerk of The Saline Courier, a daily newspaper printed in said county and that I was such at the date of publication hereinafter stated, and that said newspaper had a bona fide circulation in such county at said dates, and has been regularly published in said county for a period of 136 years next before the date of the first publications of the advertisement hereto annexed, and that said advertisement was published in said newspaper 3 times for 3 issues, the first insertion therein having been made on 9/30/12, and the last insertion on 10/14/12.

Carolyn Pearson
Legal Advertising Clerk

Sworn to and subscribed before me on
10/19/12

Mary E. Bloomquist
Notary Public

My commission expires 8/22/16

MARY E. BLOOMQUIST NOTARY PUBLIC SALINE CO., ARKANSAS

FEE FOR PRINTING
$ 58.50
Cost of Proof $ 2.60
Total $ 61.10

Legal Notices

BAUXITE SCHOOL District will hold a Public Conversion Charter School information meeting on October 22, 2012 in the Professional Development Room in the Bauxite Middle School from 5:30 p.m. 6:30 p.m. For more information please contact Bridget Clark at 501-557-5453.

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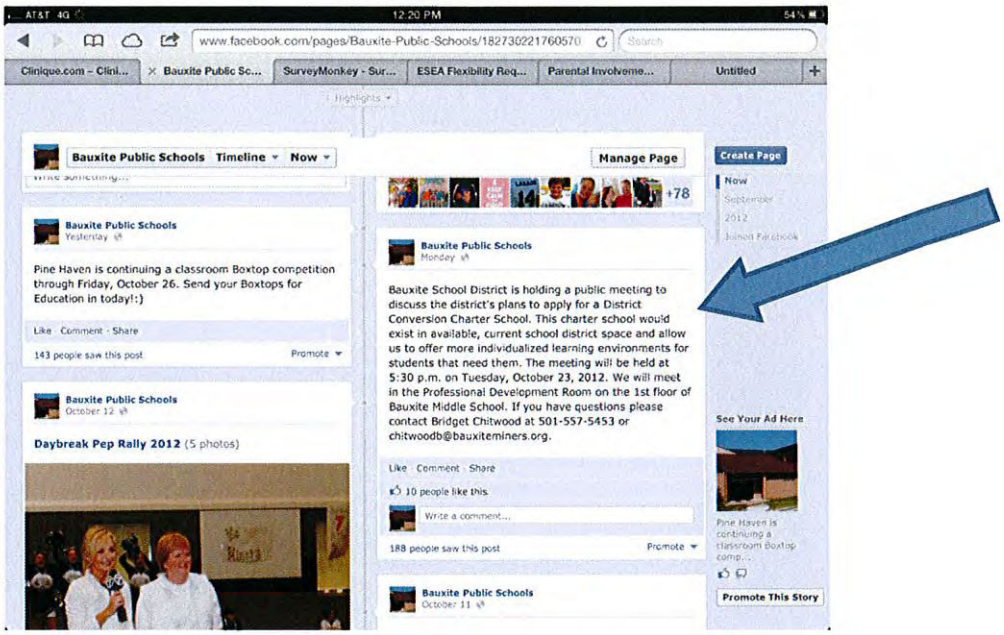
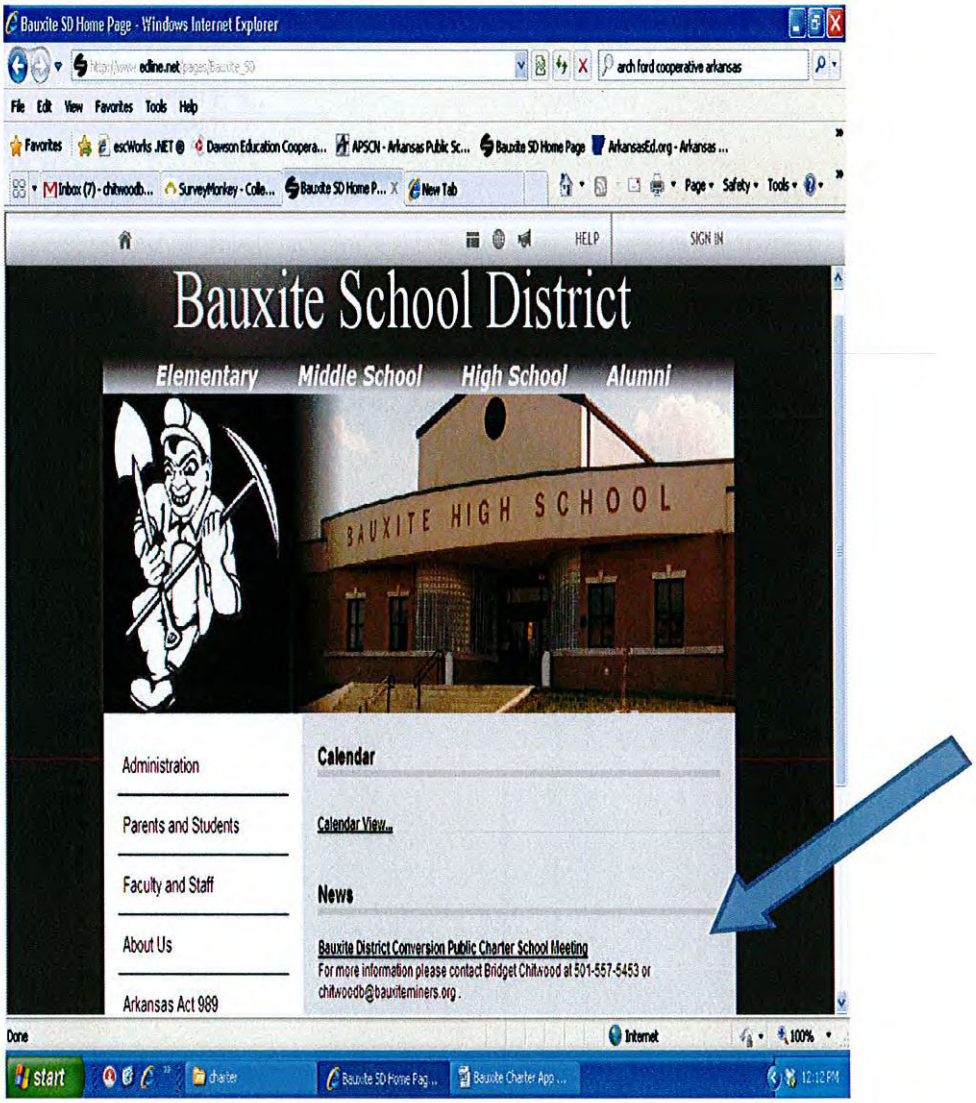
District Facebook
Announcement



WEBSITE
www.bauxiteminers.org



Miner Mail
Powered by Google

Bridget Chitwood <chitwoodb@bauxiteminers.org>

Charter School Meeting

Bridget Chitwood <chitwoodb@bauxiteminers.org> Tue, Oct 9, 2012 at 10:40 AM

To: BMS CERT <bmscert@bauxiteminers.org>, PHE CERT <phecert@bauxiteminers.org>, BHS CERT <bhscert@bauxiteminers.org>

Hi All:)
Bauxite School District will be holding a public meeting to discuss our intention of applying for a District Conversion Charter School in order to better serve the needs of our students that currently attend the Benton Alternative Learning Center, and other students in our district that have educational needs that could be more effectively served in an individual learning environment. The meeting will be held on Tuesday, October 23 in the PD room of the Bauxite Middle School at 5:30 p.m. If you have questions please contact me:)
Bridget

--

Bridget Chitwood
Director of Curriculum, Instruction, and Federal Programs
Bauxite Public Schools
501-557-5453

Miner Mail
Powered by Google

Bridget Chitwood <chitwoodb@bauxiteminers.org>

Public Meeting

Bridget Chitwood <chitwoodb@bauxiteminers.org> Tue, Oct 23, 2012 at 11:01 AM

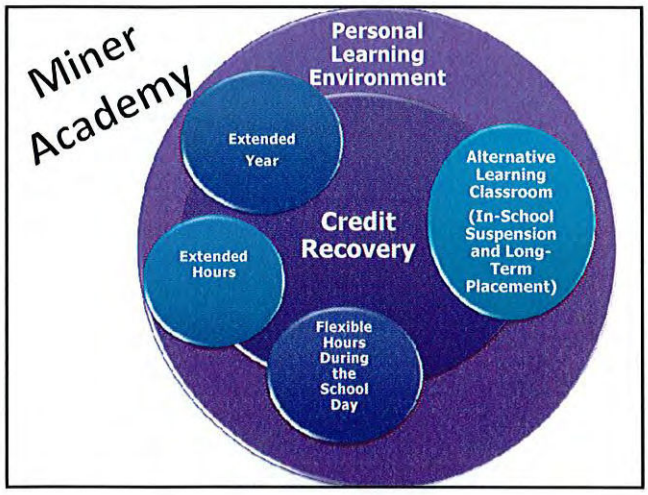
To: BXPS ALL <bxpsall@bauxiteminers.org>

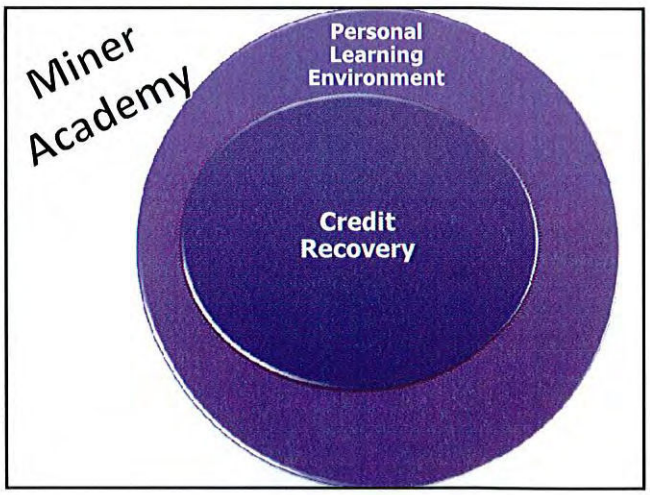
Hi All:)
I just wanted to remind everybody everybody about the public meeting tonight to discuss the district's proposed application to the Arkansas Department of Education for a Conversion Charter School. The meeting will be in the professional development room of the Bauxite Middle School (1st floor) at 5:30 p.m. The Bauxite School Board gave approval to apply for the Conversion Charter in their regular August meeting. This charter school would exist as a "school within a school" and allow us to offer more individualized learning environments for students in grades 5-12. Some of the services include personalized learning plans, credit recovery, and alternative education. If you have questions or suggestions please contact me:)
Bridget

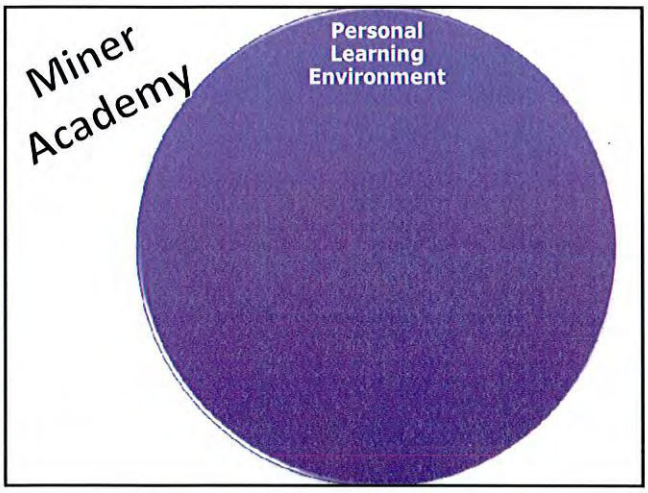
--
Bridget Chitwood
Director of Curriculum, Instruction, and Federal Programs
Bauxite Public Schools
501-557-5453

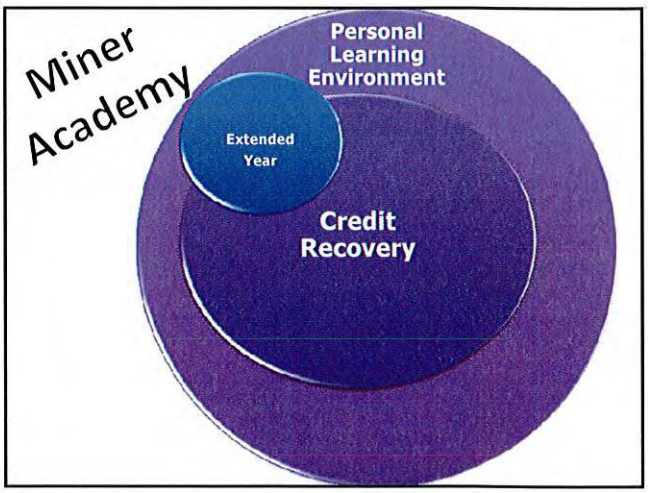
Bauxite Public Schools
District Conversion Charter School Public Meeting
Tuesday, October 23, 2012
5:30 p.m.

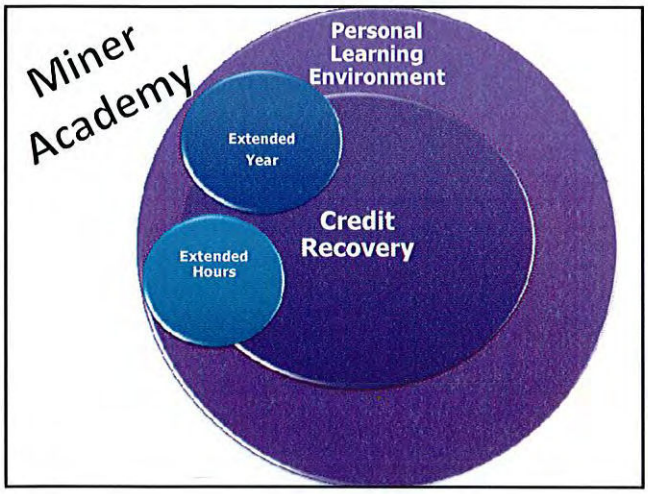
Printed Name	Role	Signature
Tawanna Newcomb	Employee	
Susan Blackburger	Employee	
Bridget Caldwood	Director of Curr.	
FRANK TORRES		
Jerrod Williams	Supt.	
Ann Webb	Employee	
Tyler Tarver	Parent	
Debbie Harrington	teacher	
Barbara Neff	former teacher	
Doug Quinn	Director of Student x Support	
Scott Thompson	2nd grade Employee	
Kimberly Arnold	Employee	
Gary Thompson	Employee	


Miner Academy
Personal Learning Environment
Extended Year
Alternative Learning Classroom (In-School Suspension and Long-Term Placement)
Credit Recovery
Extended Hours
Flexible Hours During the School Day


Miner Academy
Personal Learning Environment
Credit Recovery


Miner Academy
Personal Learning Environment


Miner Academy
Personal Learning Environment
Extended Year
Credit Recovery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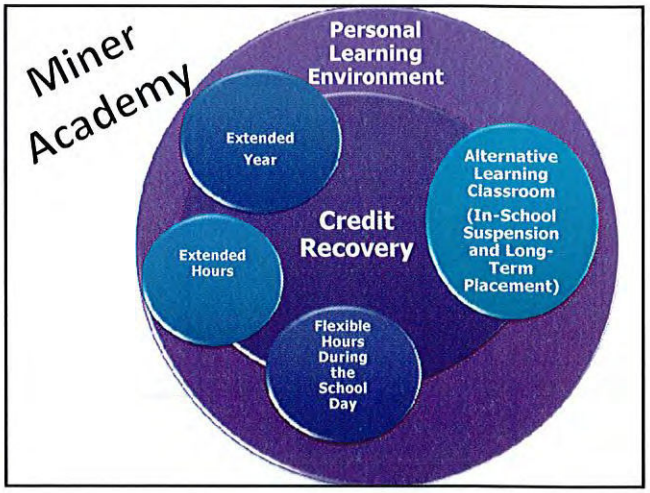
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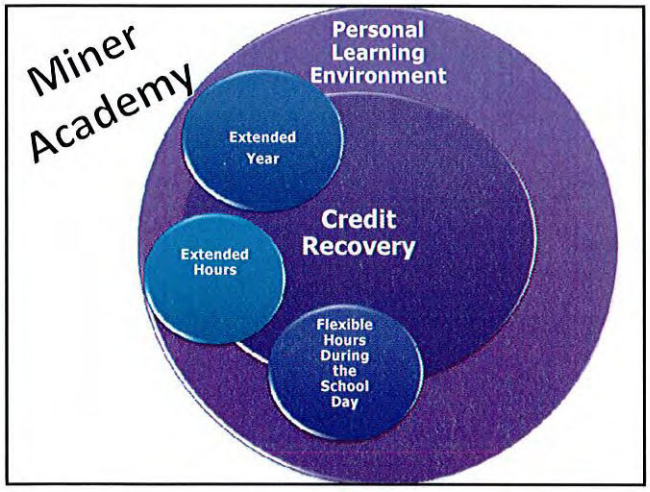
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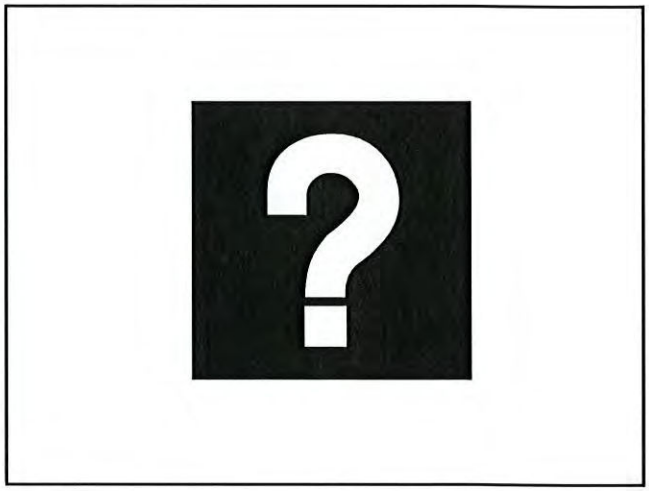

?

1 **The Bauxite School Board has approved the district to apply for a district conversion charter school.**
What this means is that....(Discuss def. of charter and the purpose for Miner Academy).

2 **We know that all students don't learn in the same way or on the same time table.**

A personal, technology rich environment with one to one computing devices will allow students to access lessons and resources in their own time and progress at their own rate. Certified teachers will be at Miner Academy at scheduled times to provide one on one assistance.

One of the waivers we are asking for is to allow students to attend for shorter, more focused periods of time in order to complete their course work. The state currently requires students to be in class for an average of 6 hours per day. Through the use of technology and compacting (define) the curriculum, we will be able to create a personal learning plan that allows for students to move allow more quickly when necessary.

3 **INSIDE OF THIS PERSONAL LEARNING ENVIRONMENT, THERE ARE SEVERAL EDUCATIONAL OPPORTUNITIES...**
The first is credit recovery.

A high-school diploma is critical to future success in most situations. We all know exceptions that have, through hard work and determination, have been successful in life without a diploma but statistics tell us that
students who fail to finish school are more likely to raise their children in poverty and students who are raised in poverty are more likely to fail to finish school. This is a cycle that we want to break at Bauxite.

Students may fall behind as they try to get enough credits to graduate for a number of reasons.
ILLNESS
ABSENTEES
MOVING AROUND A LOT
DISCIPLINE ISSUES
OR FAMILY ISSUES OUTSIDE OF THEIR CONTROL

Often...these students simply drop out. Through a research based credit recovery program, we believe we can provide a brighter future for all of our students.

4 **Also available to students in Miner Academy is an extended school year.**
This is one of the waivers we are asking for.
Students can work on course work through June 30 or as early as August 1. Our goal with this part of the school is to allow students to graduate on time with their peers.

5 **Another component of Miner Academy is the offering of extended school hours. The hours are really more flexible rather than extended. There are occasionally situations where children have had family issues that require them to be home at certain times of day. Maybe it is to care for a child or a sick family member. For others it might be that they need to work to help provide for their family. Allowing students to come in**

early or come a little later would be a valuable service for some children.

6. Flexible hours refers to students being able to use the benefit of Miner Academy for part of the day, and perhaps Bauxite High or Bauxite Middle School the rest. Perhaps a child is home schooled for part of the day but enrolls in a partial day at Miner Academy? There are a lot of options available with this piece of Miner Academy. Again, our goal is to do what is best for students.
7. The final component of Miner Academy is an Alternative Learning Classroom. This classroom would function with the same personal learning environment and credit recovery would still be available. The students in this program would be assigned for a disciplinary issue, either for an in-school suspension or a long term (at least 9 weeks) placement. We currently purchase seats in the Benton ALC for this purpose. This would allow us to stop transporting students and keep our kids with us.
8. Questions Please ask questions and offer suggestions or comments.

Notes from Miner Academy Meeting 10.23.12

Waivers:

extended hours

extended year

music and art

less seat time

Points:

graduate with class

not exclusive

students, parents, teachers can refer themselves to the program

CAP of 500

expect 20 to 50 to enter the first year

once the amount gets to the max amount, they then have to have qualifications,

then have a lottery

harrington:

kids that are too far ahead, we can't focus on them because we have to focus on a different area of students

lady in the back: how will this affect their scholarship stuff?

williams:

shouldn't be any different, could come here and get the classes under their belt, then go on to pulaski tech and get some basics out of the way. can still gain with their time

Parent:

do we have to apply for a waiver every time?

we're applying for a lot

we can reapply or drop some at our 3 year evaluation

get locked in for 3 years with charter

MONITOR AND ADJUST

facilities:

use existing space/remodeling /where we can go that can be grown/start with the end in mind

will present to board what we want

Resources/expect to be all online and all digital

MY OPINION:

It's going to come down to the curriculum

what are we going to use?

outside or inside sourcing?

will we make it?

will we buy it?

what do i think?

we make it. we can use prior equipment, we can edit and remake and change it. create course on ibook. have everything that we want.

APPENDIX C

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Graduation

Group	Number Expected to Graduate, Year 2010	Graduation Rate, Year 2010	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO
All Students	104	92.86	93.46	94.05	94.65	95.24	95.84	96.43
Targeted Achievement Gap Group	28	84.85	86.11	87.38	88.64	89.90	91.16	92.43
African American	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Hispanic	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	98	92.45	93.08	93.71	94.34	94.97	95.60	96.23
Economically Disadvantaged	20	80.00	81.67	83.33	85.00	86.67	88.33	90.00
English Learners	0							
Students with Disabilities	15	93.75	94.27	94.79	95.31	95.83	96.35	96.88

APPENDIX D

Bauxite High School AMOs

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Literacy Performance

Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	332	75.90	77.91	79.92	81.93	83.93	85.94	87.95
Targeted Achievement Gap Group	116	62.93	66.02	69.11	72.20	75.29	78.38	81.47
African American	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Hispanic	6	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	321	75.39	77.44	79.49	81.54	83.59	85.64	87.70
Economically Disadvantaged	110	64.55	67.50	70.46	73.41	76.37	79.32	82.28
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	25	20.00	26.67	33.33	40.00	46.67	53.33	60.00

2012 ESEA AMOs
Bookmark Publish E-mail

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Literacy Growth

Group	Total Number with a Growth Trajectory in Lit, Year 2011	Percent Making Growth in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	218	73.39	75.61	77.83	80.04	82.26	84.48	86.70
Targeted Achievement Gap Group	81	64.20	67.18	70.17	73.15	76.13	79.12	82.10
African American	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Hispanic	5	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	211	72.51	74.80	77.09	79.38	81.67	83.96	86.26
Economically Disadvantaged	76	65.79	68.64	71.49	74.34	77.19	80.04	82.90
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	15	20.00	26.67	33.33	40.00	46.67	53.33	60.00

APPENDIX E

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Math Performance

Group	Total Number Attempting Math, Year 2011	Percent Proficient in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	433	71.59	73.96	76.33	78.69	81.06	83.43	85.80
Targeted Achievement Gap Group	158	57.59	61.12	64.66	68.19	71.73	75.26	78.80
African American	7	42.86	47.62	52.38	57.15	61.91	66.67	71.43
Hispanic	10	70.00	72.50	75.00	77.50	80.00	82.50	85.00
Caucasian	411	72.26	74.57	76.88	79.20	81.51	83.82	86.13
Economically Disadvantaged	148	58.11	61.60	65.09	68.58	72.07	75.56	79.06
English Learners	6	66.67	69.45	72.23	75.00	77.78	80.56	83.34
Students with Disabilities	26	23.08	29.49	35.90	42.31	48.72	55.13	61.54

2012 ESEA AMOs
BAUXITE HIGH SCHOOL

6301002
Math Growth

Group	Total Number with a Growth Trajectory in Math, Year 2011	Percent Making Growth in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	218	73.39	75.61	77.83	80.04	82.26	84.48	86.70
Targeted Achievement Gap Group	81	56.79	60.39	63.99	67.59	71.19	74.79	78.40
African American	2	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Hispanic	5	80.00	81.67	83.33	85.00	86.67	88.33	90.00
Caucasian	211	73.46	75.67	77.88	80.10	82.31	84.52	86.73
Economically Disadvantaged	76	57.89	61.40	64.91	68.42	71.93	75.44	78.95
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	15	13.33	20.55	27.78	35.00	42.22	49.44	56.67

APPENDIX F

BAUXITE PUBLIC SCHOOLS
800 School Street
Bauxite, AR 72011
(501)557-5453 (501)557-2235 fax

October 29, 2012

To whom it may concern:

Bauxite School Board approves the use of district space for a District Conversion Charter School to be developed.

Sincerely,

Mike Parsons
Board President

Public Charter School Application
Estimated Budget Worksheet, Year One (2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (50) x $6,267.00 State Foundation Funding		
3			$313,350
4	No. of Students (_50_) x $42.38 Professional Development		$2,119
5	No. of Students (50_) x eligible rate* NSLA Funding		$25,850
6	Total State Charter School Aid		$341,319
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	$15,770	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$15,770
15			
16	**TOTAL REVENUES**		$357,089
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions_1_)*	Estimate $52,249	
21	Fringe Benefits	Estimate $15,675	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$67,924
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 1_)*	Estimate $46,820	
29	Fringe Benefits	Estimate $14,046	
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$60,866

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): $517.00 per student; between seventy and ninety percent (70-90%): $1,033.00 per student; and ninety percent and above (90%): $1,549.00 per student.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions .5)*	$25,000	
Fringe Benefits	$6,250	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$31,250
Gifted and Talented Program:		
Salaries: *(No. of Positions .25)*	$11,655	
Fringe Benefits	$ 3,330	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$14,985
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 1)*	$20,483	
Fringe Benefits	$ 5,121	
Purchased Services		
Supplies and Materials	$50,000	
Equipment		
Other *(Describe)*		$75,604
Guidance Services:		
Salaries: *(No. of Positions .25)*	$10,928	
Fringe Benefits	$2,732	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$13,660
Health Services:		
Salaries: *(No. of Positions .25)*	$7,500	
Fringe Benefits	$1,875	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$9,375

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions .25)*	$10,387	
Fringe Benefits	$ 2,597	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$12,984
Fiscal Services:		
Salaries: *(No. of Positions .25)*	$10,995	
Fringe Benefits	$ 2,749	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$13,744
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$0.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	If Applicable: Facilities Lease/Purchase (contract for one total		
129	year including facility upgrades)		
130	*Please list upgrades: Renovations*	$56,697	
131			
132	If Applicable: Utilities (contract for one total year including facility upgrades)		
133	IIf Applicable: Insurance (contract for one total year including facility upgrades):		
134	If Applicable: Property Insurance		
135	If Applicable: Content Insurance		$0.00
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		$357,089

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (100) x $6,267.00 State Foundation Funding		
3			$626,700
4	No. of Students (100) x $42.38 Professional Development		$4,238
5	No. of Students (100) x eligible rate* NSLA Funding		$51,700
6	Total State Charter School Aid		$682,638
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)	$211,350	
11	Special Grants (List the amount)		
12	Other *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$211,350
15			
16	**TOTAL REVENUES**		$893,988
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions 1.0)*	$72,099	
21	Fringe Benefits	$20,188	
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$92,287
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions 3)*	$140,460	
29	Fringe Benefits	$42,138	
30	Purchased Services		
31	Supplies and Materials	$50,000	
32	Equipment		
33	Other *(Describe)*		$232,598

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): $517.00 per student; between seventy and ninety percent (70-90%): $1,033.00 per student; and ninety percent and above (90%): $1,549.00 per student.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions 1)*	$50,000	
Fringe Benefits	$12,500	
Purchased Services		
Supplies and Materials	$10,000	
Equipment		
Other *(Describe)*		$72,500
Gifted and Talented Program:		
Salaries: *(No. of Positions .5)*	$23,310	
Fringe Benefits	$6,660	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$29,970
Alternative Education Program/ALE:		
Salaries: *(No. of Positions 2)*	$40,966	
Fringe Benefits	$10,242	
Purchased Services		
Supplies and Materials	$50,000	
Equipment		
Other *(Describe)*		$51,208
Guidance Services:		
Salaries: *(No. of Positions .5)*	$21,856	
Fringe Benefits	$5,464	
Purchased Services		
Supplies and Materials	$10,000	
Equipment		
Other *(Describe)*		$37,320
Health Services:		
Salaries: *(No. of Positions .25)*	$7,500	
Fringe Benefits	$1,875	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$9,375

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions_.25_)*	$10,387	
Fringe Benefits	$2,597	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$12,984
Fiscal Services:		
Salaries: *(No. of Positions_.25)*	$10,995	
Fringe Benefits	$2,749	
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$13,744
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

115	*(Budget Continued)*		
116	Data Processing:		
117	Salaries: *(No. of Positions___)*		
118	Fringe Benefits		
119	Purchased Services		
120	Supplies and Materials		
121	Equipment		
122	Other *(Describe)*		$0.00
123			
124	Substitute Personnel:		
125	Salaries: *(No. of Positions___)*		
126	Fringe Benefits		$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	*Please list upgrades: Expansion for*	$292,002	
131	*additional students*		
132	Utilities (contract for one total year including facility upgrades)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance		$0.00
136			
137	Debt Expenditures:		$0.00
138	Other Expenditures:		
139	*(Describe)*		$0.00
140			
141	**TOTAL EXPENDITURES**		$893,988

proposed calendar

Bauxite Public Schools - MINER ACADEMY

Staff Calendar

2013-2014

July-13

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-13

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September-13

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-13

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-13

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-13

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Staff Development - School Sponsored (5 Days)

August
1 1st Day of School

September
2 Labor Day

October

November
25-29 Thanksgiving Holidays

December
23-31 Christmas Holidays

January
1-3 Christmas Holidays

2 MLK Day

February

17 President's Day Holiday

March

24-28 Spring Break
29 Good Friday

April
18 Good Friday

May
26 Memorial Day

June
30 Last Day of School

January-14

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February-14

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March-14

						2
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-14

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May-14

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June-14

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

First Day of School
Last Day of Nine Weeks
Last Day of School
Professional Development - No Students
Parent/Teacher Conferences
No Students or Faculty at School on these Days
Number of school days per month

Act 1469 of 2009, school districts must adopt a calendar that includes 5 makeup days to allow for student interaction days that are unavoidably lost due to exceptional or emergency circumstances.

Bauxite Public School District
Miner Academy
Proposed Daily Schedule
2013-2014

7:00 a.m.	Extended Hour Services Begin
8:00 a.m.	First ½ Day of Classes Begins (applicable for students only required to attend for ½ day)
11:00 a.m.	First ½ Day of Classes Dismissal
11:00 a.m.	Lunch (For Full Day Students)
11:30 a.m.	Extra Practice Instructional Opportunities (For Full or Second ½ Day Students)
12:00 p.m.	Second ½ Day of Classes Begins (applicable for students only required to attend for ½ day)
3:00 p.m.	Dismissal of Second ½ Day and Full Day Students/ The Beginning of Extended Hour Services
5:00 p.m.	End of Extended Hour Services

BAUXITE PUBLIC SCHOOLS
CERTIFIED SALARY SCHEDULE
2012/2013
EDUCATIONAL INCREMENT $207 (MSE $415)
EXPERIENCE INCREMENT $518

	BSE	BSE+12	BSE+24	MSE	MSE+12	MSE+24
0	37,496	37,703	37,910	38,325	38,532	38,739
1	38,014	38,221	38,428	38,843	39,050	39,257
2	38,532	38,739	38,946	39,361	39,568	39,775
3	39,050	39,257	39,464	39,879	40,086	40,293
4	39,568	39,775	39,982	40,397	40,604	40,811
5	40,086	40,293	40,500	40,915	41,122	41,329
6	40,604	40,811	41,018	41,433	41,640	41,847
7	41,122	41,329	41,536	41,951	42,158	42,365
8	41,640	41,847	42,054	42,469	42,676	42,883
9	42,158	42,365	42,572	42,987	43,194	43,401
10	42,676	42,883	43,090	43,505	43,712	43,919
11	43,194	43,401	43,608	44,023	44,230	44,437
12	43,712	43,919	44,126	44,541	44,748	44,955
13	44,230	44,437	44,644	45,059	45,266	45,473
14	44,748	44,955	45,162	45,577	45,784	45,991
15	45,266	45,473	45,680	46,095	46,302	46,509
16	45,784	45,991	46,198	46,613	46,820	47,027
17	46,302	46,509	46,716	47,131	47,338	47,545
18	46,820	47,027	47,234	47,649	47,856	48,063
19	47,338	47,545	47,752	48,167	48,374	48,581
20	47,856	48,063	48,270	48,685	48,892	49,099
21	48,374	48,581	48,788	49,203	49,410	49,617
22	48,892	49,099	49,306	49,721	49,928	50,135
23	49,410	49,617	49,824	50,239	50,446	50,653
24	49,928	50,135	50,342	50,757	50,964	51,171
25	50,446	50,653	50,860	51,275	51,482	51,689
26		51,171	51,378	51,793	52,000	52,207
27			51,896	52,311	52,518	52,725
28				52,829	53,036	53,243
29					53,554	53,761
30						54,279

Sick Leave -Accumulates one (1) day per contracted month up to 90 days.
Benefits: Health Insurance up to $173.04
Dental Insurance up to $19.75
Life Insurance (One times Salary, Rounded to next $1000)

Board President Signature

5/21/12
Date

Administrator Salary Schedule

Base:	
$60,000	12 month
$55,000	11 month
$50,000	10 month

Education:	
Ed.D or Ph.D	$3,000
Ed.S	$2,000
Master + 30	$1,500
Master	$1,000

Administrative Experience:	
10-19 years	$2,500
5-9 years	$1,500
0-4 years	$1,000

Education Experience:	
20-29 years	$2,000
10-19 years	$1,500
0-9 years	$500

Additional Duties:
(not following under job description index)

Custodial and Maintenance Director	$3,600
Activities Director	$3,600
Public Information Director	$2,000

Certified Administrative Indexes:	
Superintendent	1.75
Deputy Superintendent	1.28
Director	1.18
High School Principal	1.23
Middle School Principal	1.18
Elementary Principal	1.15
High School Asst. Principal	1.1
Middle School Asst. Principal	1.08
Elementary School Asst. Principal	1.08

Board President Signature/Date

Bauxite School District
2012/2013
Teacher Aide/Nurse

Step	Teacher Aide	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	14,351.00	78.42	10.46
1	14,606.00	79.81	10.64
2	14,861.00	81.21	10.83
3	15,116.00	82.60	11.01
4	15,371.00	83.99	11.20
5	15,626.00	85.39	11.39
6	15,881.00	86.78	11.57
7	16,136.00	88.17	11.76
8	16,391.00	89.57	11.94
9	16,646.00	90.96	12.13
10	16,901.00	92.36	12.31
11	17,156.00	93.75	12.50
12	17,411.00	95.14	12.69

Step	Specialist	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	17,213.00	94.06	12.54
1	17,468.00	95.45	12.73
2	17,723.00	96.85	12.91
3	17,978.00	98.24	13.10
4	18,233.00	99.63	13.28
5	18,488.00	101.03	13.47
6	18,743.00	102.42	13.66
7	18,998.00	103.81	13.84
8	19,253.00	105.21	14.03
9	19,508.00	106.60	14.21
10	19,763.00	107.99	14.40
11	20,018.00	109.39	14.59
12	20,273.00	110.78	14.77

Step	Registered Nurse	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	29,580.00	161.64	21.55
1	29,835.00	163.03	21.74
2	30,090.00	164.43	21.92
3	30,345.00	165.82	22.11
4	30,600.00	167.21	22.29
5	30,855.00	168.61	22.48
6	31,110.00	170.00	22.67
7	31,365.00	171.39	22.85
8	31,620.00	172.79	23.04
9	31,875.00	174.18	23.22
10	32,130.00	175.57	23.41
11	32,385.00	176.97	23.60
12	32,640.00	178.36	23.78

Step	Licensed Practical Nurse	Daily Rate 183 days Per Day	Hourly Rate 7.5 hours Per Hour
0	27,474.00	150.13	20.02
1	27,729.00	151.52	20.20
2	27,984.00	152.92	20.39
3	28,239.00	154.31	20.57
4	28,494.00	155.70	20.76
5	28,749.00	157.10	20.95
6	29,004.00	158.49	21.13
7	29,259.00	159.89	21.32
8	29,514.00	161.28	21.50
9	29,769.00	162.67	21.69
10	30,024.00	164.07	21.88
11	30,279.00	165.46	22.06
12	30,534.00	166.85	22.25

Board President Signature

5/21/12
Date/Approved

Arch Ford Education Service Cooperative

Susan Ward, Special Education Supervisor

101 Bulldog Drive, Plumerville, AR 72127
phone 501-354-2269
fax 501-354-0167

Wednesday, October 24, 2012

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

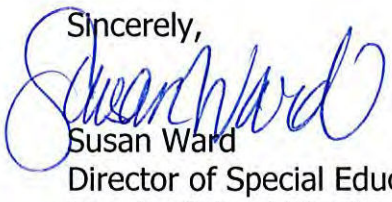
Dear Arkansas Department of Education,

I very excited to be writing in support of the Bauxite School District's application for a District Conversion Charter. I have served as the Director of Special Education for the Bauxite School District for several years. I have personally seen many students that would greatly benefit from the services the district is proposing to provide.

The educators that serve the students in the Bauxite School District are dedicated to providing a quality education and a high school diploma to all students. I am confident they will work diligently to make the proposed charter a model for other districts in the areas of personalized learning, credit recovery, and alternative learning environments.

Please contact me if I can be of any assistance.

Sincerely,



Susan Ward
Director of Special Education
Bauxite School District
susanl@afsc.k12.ar.us

Department of Education members,

I recently attended an informational meeting about the "Miner Academy" Charter concept. I was very much impressed with the forward thinking of the educators and administrators in Bauxite with the emphasis on meeting the needs of every student. This is a totally unique opportunity that could give some students the chance to succeed and finish their high school education who might have thought dropping out was their only option. As a former public school teacher of 38 years, I know how important it is to "think outside the box" when we are searching for ways to help all students succeed.

I hope members of the Department of Education will take this opportunity to move forward with this exciting educational concept concerning this Bauxite Charter application.

Sincerely,

Barbara Nix

Barbara Nix
Former State Representative, District 28

October 24, 2012

Wednesday, October 24, 2012

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Arkansas Department of Education,

I have been a resident of the Bauxite Community all of my adult life. I have been privileged to have served on the Bauxite School Board and also as the mayor of the city of Bauxite. I married a Bauxite girl and have been blessed to have been able to send all of my children and now my grandchildren to this outstanding school district. I am very happy to write this letter of support for the Bauxite School District as they work to get a charter school in order to better serve our kids. The community of Bauxite has always been family and education focused. Since the days of the bauxite boom when all of the people here worked for one of the plants, making a sure our children have every opportunity possible.

The proposed conversion charter school will provide the extra support necessary to make sure that all of our kids graduate. It will also allow the school to offer a different way of learning for students that need something more. I am looking forward to seeing what the future holds for Bauxite.

Sincerely,

Gary Duncan
Bauxite, AR 72011

Miner Academy - Public Meeting - Feedback Form

SurveyMonkey

1. Please rate your level of support for the application for a Conversion Public Charter School in the Bauxite School District

	Response Percent	Response Count
Very Supportive	**88.2%**	**15**
Some What Supportive	11.8%	2
No Opinion	0.0%	0
Not Supportive	0.0%	0
answered question		**17**
skipped question		**1**

2. IF you support this application, why do you believe that Bauxite needs this Conversion Charter School

	Response Count
	16
answered question	**16**
skipped question	**2**

3. Do you have other questions about the District Conversion Charter School Application that were not answered? If so, please list them below.

	Response Count
	6
answered question	**6**
skipped question	**12**

4. IF you have unanswered questions that you listed in Question #3, please include your phone number and/or email address so that someone can contact you.

	Response Count
	3
answered question	3
skipped question	15

Q2. IF you support this application, why do you believe that Bauxite needs this Conversion Charter School

1	The district must work to meet the needs of students who do not respond to instruction in the traditional way.	Oct 24, 2012 1:15 PM
2	I think it would help our students grade scores and increase senior graduation rates	Oct 24, 2012 10:50 AM
3	I support the Miner Academy because I believe it will better serve our students & our community	Oct 24, 2012 10:43 AM
4	All children need support to graduate high school. It is vital to the future of our community.	Oct 24, 2012 10:24 AM
5	The students of Bauxite need the extra opportunities to graduate and and be successful. This is an amazing opportunity.	Oct 23, 2012 6:21 PM
6	I support Miner Academy because we lose too many students because we cannot meet their needs with the traditional school setting.	Oct 23, 2012 6:16 PM
7	I support Miner Academy because we lose too many students because we cannot meet their needs with the traditional school setting.	Oct 23, 2012 6:16 PM
8	So many students are disenfranchised by our current education model. Offering an alternative model is exciting.	Oct 23, 2012 6:14 PM
9	To allow our students to be able to learn and grow at their own pace without having to follow the traditional school format.	Oct 23, 2012 6:14 PM
10	We need to offer alternative learning to meet the varied learning styles of our students.	Oct 23, 2012 6:14 PM
11	Meeting the needs of diverse children is so important and this is an excellent opportunity for Bauxite students.	Oct 23, 2012 6:14 PM
12	It will assist students that may not fit effectively in the traditional learning environment.	Oct 23, 2012 6:14 PM
13	Benefit to the students would be wonderful.	Oct 23, 2012 6:13 PM
14	New approach! very innovative	Oct 23, 2012 6:13 PM
15	There are many students who get behind in high school credits that could benefit from being able to catch up on credits at their own pace.	Oct 23, 2012 6:13 PM
16	because it helps students	Oct 23, 2012 3:43 PM

Q3. Do you have other questions about the District Conversion Charter School Application that were not answered? If so, please list them below.

1	none	Oct 23, 2012 6:14 PM
2	Everything was well explained and thorough.	Oct 23, 2012 6:14 PM
3	How much expansion will the program address. Will it take away from the traditional learning environment.	Oct 23, 2012 6:14 PM
4	Not at this moment.	Oct 23, 2012 6:13 PM
5	no	Oct 23, 2012 6:13 PM
6	what is that great presentation app you used on your ipad?	Oct 23, 2012 3:43 PM

Q4. IF you have unanswered questions that you listed in Question #3, please include your phone number and/or email address so that someone can contact you.

1	none	Oct 23, 2012 6:14 PM
2	No questions but my email is bnix2@@att.net	Oct 23, 2012 6:14 PM
3	asdf	Oct 23, 2012 3:43 PM

Minutes of Regular Board Meeting
Bauxite Board of Education
August 27, 2012

Prior to the meeting a reception for outgoing president, Russell Baxley was held. Mr. Williams presented him with a plaque for he years of service. Mr. Baxley's family was in attendance for this honor.

When & Where	Monday, August 27, 2012 Bauxite Middle School Professional Development Room
Members Present	Frank Torres Mike Parsons Jeremy McDade Russell Baxley Richard Childress
Others Present	See Attached Sign-In Sheet
IN THE MATTER OF: Call to Order/Quorum	The meeting was called to order at 7:07 p.m. and a quorum was established with five members present.
IN THE MATTER OF: Pledge of Allegiance	Those present said the Pledge of Allegiance.
IN THE MATTER OF: Approval of Board Minutes	The board took action to approve minutes of the July 23, 2012 regular board meeting as written and mailed.

Motion by: Frank Torres
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

N THE MATTER OF:
Monthly Expenditures

The board voted to approve the monthly expenditures for July, 2012.

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

IN THE MATTER OF:
Superintendent Updates

Informational

1. Shannon Moore with ASBA Risk Management Program sent the district a letter stating they are placing the contractor on notice for installing the roofs on the high school and gymnasium improperly.

2. Bridget Chitwood presented information to the board regarding the Miner Mentoring. The teachers involved in mentoring must be selected by the principal and must go to extensive training. They work with the new teacher four extra hours per month that is not during the school day and twenty five additional hours.

3. The student count as of 8/27/12 was 1539. A true count will be after labor day. We will have a school report for the percentage of School Choice students after at that time.

IN THE MATTER OF:
Board Action Items

Board Action Items presented at meeting:

A. Conversion District Public Charter School – Mrs. Chitwood presented to the board the information she has researched on having an Alternative Learning Center on the Bauxite High School Campus. Ms. Ann Webb and Mrs. Chitwood will visit Blytheville and other schools who are around our size in population to check out how they run their Alternative Learning Centers. Jeremy McDade questioned the staffing of the ALC. Assent will provide one of their workers to be in the school. It will be staffed with one member and possibly a paraprofessional. The board voted to apply for a Conversion District Public Charter School.

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

B. Cleaning services – With one of our substitute janitorial worker's no longer with us anymore. Mr. Quinn recommended Environment Services pickup the additional out buildings on the high school campus to clean. This includes the band room, science rooms, and the business/family and consumer science rooms.

Motion by: Richard Childress
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

C. The Additional Pay Scale for Sign Language Interpreter was approved.

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

D. The proposal for Certified/Paraprofessional substitute pay increase was approved.

Motion by: Mike Parsons
Second by: Richard Childress

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

E. The proposal for Save the Children literacy tutor rate and NuPA Coordinator Rate was approved.

Motion by: Mike Parsons
Second by: Jeremy McDade

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

F. The proposed Athletic Budget presented by Ms. Mary Michal Duncan was approved.

Motion by: Jeremy McDade
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

IN THE MATTER OF:
Executive Session

Entered Executive session at 7:31 p.m.

Motion by: Richard Childress
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

Returned to regular session at 7:53 p.m.

Motion by: Jeremy McDade
Second by: Mike Parsons

Voting For: Jeremy McDade
Mike Parsons
Frank Torres
Russell Baxley
Richard Childress

IN THE MATTER OF:
Resignations

The board voted to accept the following resignations:

Matt Newcomb as a classified staff member

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

IN THE MATTER OF: The board voted to hire the following:
Hirings

Shannon Morrison as a tutor for Save the Children Program
Shelly Page as a literacy tutor for Save the Children Program
Shannon Sledd as the Nutrition and Physical Activity Coordinator for Save the Children Program
Detra Gibson as a literacy tutor for Save the Children Program
Melissa Warner as a full time employee in the Child Nutrition Program
Kelly Giles as the Sign Language Interpreter retroactive to 08/20/12

Motion by: Jeremy McDade
Second by: Frank Torres

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

IN THE MATTER OF: The board voted to adjourn at 7:54 p.m.
Adjournment

Motion by: Mike Parsons
Second by: Jeremy McDade

Voting For: Jeremy McDade
Russell Baxley
Frank Torres
Mike Parsons
Richard Childress

(President, Russell Baxley)

(Vice-President, Frank Torres)

(Secretary, Mike Parsons)

(Board Member, Richard Childress)

(Board Member, Jeremy McDade)

BAUXITE PUBLIC SCHOOLS
800 School Street
Bauxite, AR 72011
(501)557-5453 (501)557-2235 fax

October 29, 2012

To whom it may concern:

Bauxite School Board approves the use of district space for a District Conversion Charter School to be developed.

Sincerely,

Mike Parsons
Board President

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school and, if the application is approved, the local board, administration, and staff of the district conversion or limited public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.

6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.

7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion or limited public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion or limited public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion or limited public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title; and

    (f) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date: 10/24/12

Jerrod Williams

Print or type name

2012-2013 Renewal Cycle

Overview

eSTEM Public Charter Schools
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

February 22, 2013

Mr. John Bacon, CEO
eStem Public Charter Schools
112 W. 3rd Street
Little Rock, AR 72201

RE: eStem Public Charter Schools Renewal

Dear Mr. Bacon:

Thank you for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on February 19, 2013. Based upon the information currently available, the Charter Review Council can support renewal of your open-enrollment public charter school for a period of up to thirteen (13) years and the charter amendments to combine the three current charters into one charter.

Please be advised the Charter Review Council is purely advisory in nature. Consequently, the position of the Council is not binding upon renewal applicants or the State Board. The State Board may grant or deny renewal of a charter without regard to the position of the Council.

The State Board will conduct a complete, full, and independent review of your charter to determine whether it should be renewed. You will have an opportunity to address this recommendation at your hearing scheduled for March 11, 2013.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Ms. Mary Perry, Charter Schools Program Coordinator at (501) 683-5313.

Sincerely,

Jeremy Lasiter
General Counsel

C: Ms. Phyllis Stewart, State Board Office
Ms. Mary Perry, Charter Schools Program Coordinator
Mr. Morris Holmes, Superintendent, Little Rock School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

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ESTEM PUBLIC CHARTER HIGH SCHOOL
CHARTER REVIEW COUNCIL SUMMARY MARCH 2013

E-STEM High Public Charter Schools Inc
E-STEM Middle Public Charter Schools Inc
E-STEM Elementary Public Charter Schools Inc
112 3rd Street, Little Rock, Arkansas 72201

	High	Middle	Elementary
Grades	9-12	5-8	K-4
Enrollment (2012-2013)	505	509	471
Maximum Enrollment	500	500	462

Number of Years in Operation 4 (began in 2008-2009)
Number of Years Requested 13-20

Academic Performance Summary:
From 2012 Arkansas School ESEA Accountability Reports

	High	Middle	Elementary
District	Achieving	Needs Improvement	Achieving
District Attendance Rate	94.73%	97.52%	98.19%
Campus	Achieving	Needs Improvement	Achieving
Campus Attendance Rate	94.73%	97.52%	98.19%

Financial Summary:
From documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds	High	Middle	Elementary
Fiscal Year 2011 Actual Balance	$28,086.37	$36,301.89	$32,570.61
Fiscal Year 2012 Actual Balance	$17,732.07	$19,224.32	$15,671.78
Fiscal Year 2013 Projected Balance	$23,102.07	$23,874.32	$16,940.78

2011 Financial Audit

Material Weaknesses in Internal Controls
- Segregation of Duties
- Unreconciled Amounts in the Cash Accounts

Review Council Findings:
Strengths of Application

1. The students are achieving academically.
2. The students have a longer school day and a longer school year.
3. There are 4,600 students on waiting lists to attend the schools.
4. Of the 59 students who began in the 8th grade in 2008, 40 remain as seniors this year.
5. Combining the three charters into one will create more efficient fiscal operations and ensure that students seamlessly transition from one school to the next.

Concerns

1. The middle school is a “Needs Improvement School” due to math, but strategies are in place for improving student performance.
2. Each of the three charters has enrolled 5-9 more students than is allowed under the enrollment cap, but the charter is only funded for the maximum number of students allowed.

The Charter Review Council can support renewal of the open-enrollment charter school for a period up to 13 years and the charter amendments to combine the three current eStem charters into one charter.

eStem

Demographics and Students Who Leave Before Completing
Students Attending Charter Schools from 2007-2008 to 2011-2012 (Combined Population)

Charter LEA	School Name	Students	Transfers Out	Transfer %	Other Charter	Traditional Public	Out-of-State	Private School	Home School	Unknown
6045701	eStem Elementary	843	132	15.7%	3	87	18	3	3	18
	Free/Reduced Lunch	314	56	17.8%	2	39	5		3	7
	Two or More Races	12	0	0.0%						
	Asian	29	4	13.8%	1	3				
	African American	405	70	17.3%	1	51	6		1	11
	Hispanic	32	6	18.8%		1	2		2	1
	Native American	3	1	33.3%		1				
	White/Caucasian	362	51	14.1%	1	31	10	3		6
	LEP	13	2	15.4%		1	1			
	Special Ed	53	3	5.7%		2				1
6046702	eStem Middle	714	187	26.2%	9	131	7	9	3	28
	Free/Reduced Lunch	238	87	36.6%	4	71	3	1		8
	Two or More Races	14	3	21.4%		2				1
	Asian	15	6	40.0%	2	2				2
	African American	351	104	29.6%	2	86	2		1	13
	Hispanic	34	8	23.5%	2	4	2			
	Native American	4	1	25.0%						1
	White/Caucasian	296	65	22.0%	3	37	3	9	2	11
	LEP	4	0	0.0%						
	Special Ed	32	5	15.6%	1	3				1

6047703	eStem High School	369	158	42.8%	1	105	13	5	3	31
	Free/Reduced Lunch	120	53	44.2%	1	40	6			6
	Two or More Races	15	7	46.7%		4	1	1		1
	Asian	16	10	62.5%		4	2			4
	African American	149	62	41.6%	1	48	2	1	1	9
	Hispanic	31	13	41.9%		4	5			4
	Native American	1	0	0.0%						
	White/Caucasian	157	66	42.0%		45	3	3	2	13
	LEP	14	7	50.0%		1	2	1		3
	Special Ed	16	3	18.8%		2				1

Teacher Attrition Rates

District LEA	District Name	Variance 12-13 vs 11-12	12-13 Teacher Counts	Attrition Rate 12 -13	Variance 11-12 vs 10-11	11-12 Teacher Counts	Attrition Rate 11-12	Variance 10-11 vs 09-10	10-11 Teacher Counts	Attrition Rate 10-11
6045700	ESTEM ELEMENTARY PUBLIC CHARTER	6	29	21%	13	30	43%	11	25	44%
6046700	ESTEM MIDDLE PUBLIC CHARTER	12	26	46%	13	26	50%	16	25	64%
6047700	ESTEM HIGH SCHOOL	11	28	39%	11	29	38%	15	23	65%

ESTEM PUBLIC CHARTER HIGH SCHOOL
RENEWAL SUMMARY
MARCH 2013

Sponsoring Entity	E-STEM High Public Charter Schools Inc
Address	112 3rd Street, Little Rock, Arkansas 72201
Grades Served	9-12
Enrollment	505 (2012-2013)
Maximum Enrollment	500
Number of Years Requested	13-20

From 2012 Arkansas School ESEA Accountability Reports

District	Achieving District
District Attendance Rate	94.73%
Campus	Achieving School
Campus Attendance Rate	94.73%

Special Education Monitoring Letter

July 11, 2011 Letter – Commended for being in substantial compliance with state and federal special education regulations

2011-2012 Accreditation Statuses

LEA	Accredited
Campus	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

2012-2013 Budget Substantially Approved

Annual Equity Compliance Report

Submitted the 2012-2013 report

Financial documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$28,086.37
Fiscal Year 2012 Actual Balance	$17,732.07
Fiscal Year 2013 Projected Balance	$23,102.07

2011 Financial Audit

Material Weaknesses in Internal Controls
- Segregation of Duties
- Unreconciled Amounts in the Cash Accounts

Requests for Additional Waivers

From Title 6 of the Arkansas Code Annotated (Education Code)

6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-15-2006	Annual progress report (so that publishing in the statewide daily newspaper is not required and the annual report can be published in a "local publication")
6-16-130	Visual art or music (to allow the flexibility to integrate these subjects into the curriculum)
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-18-206	Public school choice
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)

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

7.02.2	Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (so that publishing in the statewide daily newspaper is not required and the annual report can be published in a "local publication")

From Other Rules

- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Public School Student Services

Amendment Requests

- To add eStem Public Charter Elementary School and eStem Public Charter Middle School, both located at 112 W. 3rd Street, Little Rock, Arkansas 72201, to the charter of eStem Public Charter High School while not renewing the separate charters for the elementary and middle schools
- Change the district name from eStem Public Charter High School to eStem Public Charter School District
- Increase the enrollment from 500 to 1,462 (the combined total approved for the three separate districts)
- Add grade levels K-8
- Change the governing board of the charter school into a single, consolidated entity operating all three schools that includes -
    - No less than three (3) nor more than nine (9) directors
    - A diverse board to include members with a wide range of professional expertise and experience as defined in the original charter
    - A minimum of four of the current directors who remain on the new board.
        - With two of the current directors serving two years
        - With the other two current directors serving one year
    - The new directors serving three years

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

6-10-106	Uniform dates for beginning and end of school year
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-616	Qualifications of directors
6-13-630	Election by zone and at large
6-13-634	School district board of directors
6-14-101 e seq.	General elections law
6-15-902	Grading scale—Exemptions—Special education classes (to the extent that it is applicable to grades 5-8, it may be waived for non-core courses only)
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-16-124	Arkansas history
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification—Waiver (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-418	Teacher certification—Arkansas history requirement
6-17-807	Additional days
6-17-902	Definition of a teacher (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-908	Teachers' salary fund
6-17-919	Warrants void without valid certification and contract
6-17-1001	Minimum base salary
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2302	Business managers
6-17-2403	Minimum teacher compensation schedule
6-18-508	Alternative learning environments
6-20-1401	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1406	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1407	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-25-101 et seq.	Public School Library Media and Technology Act

Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.0	Curriculum (limited waiver)
15.0	Personnel
15.03	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)

15.03.1-15.03.3	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
16.0	Support Services
16.01	Guidance and Counseling
16.03	Health and Safety Services
16.03.1	School Nurse
18	Gifted and Talented Education

Currently Approved Waivers Requested from Other Rules:

- Certified Staff Salary Schedule
- Eye and Vision Screening
- 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
- Highly Qualified Teachers (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
- Visual Art and Music Instruction
- Common Core System
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing Nutrition and Physical Activity Standards

ESTEM PUBLIC CHARTER MIDDLE SCHOOL
RENEWAL SUMMARY
MARCH 2013

Sponsoring Entity	E-STEM Middle Public Charter Schools Inc
Address	112 3rd Street, Little Rock, Arkansas 72201
Grades Served	5-8
Enrollment	509 (2012-2013)
Maximum Enrollment	500

From 2012 Arkansas School ESEA Accountability Reports

District	Needs Improvement District (Math)
District Attendance Rate	97.52%
Campus	Needs Improvement School (Math)
Campus Attendance Rate	97.52%

Special Education Monitoring Letter

July 11, 2011 Letter – Commended for being in substantial compliance with state and federal special education regulations

2011-2012 Accreditation Statuses

LEA	Accredited
Campus	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

2012-2013 Budget Substantially Approved

Annual Equity Compliance Report

Submitted the 2012-2013 report

Financial documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$36,301.89
Fiscal Year 2012 Actual Balance	$19,224.32
Fiscal Year 2013 Projected Balance	$23,874.32

2011 Financial Audit

Material Weaknesses in Internal Controls
- Segregation of Duties
- Unreconciled Amounts in the Cash Accounts

Prior year (2010) findings
- One finding was corrected
- Segregation of Duties was listed as finding in 2010 and 2011

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

6-10-106	Uniform dates for beginning and end of school year
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-616	Qualifications of directors
6-13-630	Election by zone and at large
6-13-634	School district board of directors
6-14-101 e seq.	General elections law
6-15-902	Grading scale—Exemptions—Special education classes (to the extent that it is applicable to grades 5-8, it may be waived for non-core courses only)
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-16-124	Arkansas history
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification—Waiver (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-418	Teacher certification—Arkansas history requirement
6-17-807	Additional days
6-17-902	Definition of a teacher (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-908	Teachers' salary fund
6-17-919	Warrants void without valid certification and contract
6-17-1001	Minimum base salary
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2302	Business managers
6-17-2403	Minimum teacher compensation schedule
6-18-508	Alternative learning environments
6-20-1401	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-20-1406	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
4-20-1407	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
6-25-101 et seq.	Public School Library Media and Technology Act

Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.0	Curriculum
15.0	Personnel
15.03	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
15.03.1-15.03.3	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)

16.0	Support Services
16.01	Guidance and Counseling
16.03	Health and Safety Services
16.03.1	School Nurse
18	Gifted and Talented Education
19	Supplementary Educational Opportunities

Currently Approved Waivers Requested from Other Rules:

- Certified Staff Salary Schedule
- Eye and Vision Screening
- 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
- Highly Qualified Teachers (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
- Visual Art and Music Instruction
- Common Core System
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- Nutrition and Physical Activity Standards

ESTEM PUBLIC CHARTER ELEMENTARY SCHOOL
RENEWAL SUMMARY
MARCH 2013

Sponsoring Entity	E-STEM Elementary Public Charter Schools Inc
Address	112 3rd Street, Little Rock, Arkansas 72201
Grades Served	K-4
Enrollment	471 (2012-2013)
Maximum Enrollment	462

From 2012 Arkansas School ESEA Accountability Reports

District	Achieving District
District Attendance Rate	98.19%
Campus	Achieving School
Campus Attendance Rate	98.19%

Special Education Monitoring Letter

July 11, 2011 Letter – Commended for being in substantial compliance with state and federal special education regulations

2011-2012 Accreditation Statuses

LEA	Accredited
Campus	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

2012-2013 Budget Substantially Approved

Annual Equity Compliance Report

Submitted the 2012-2013 report

Financial documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$32,570.61
Fiscal Year 2012 Actual Balance	$15,671.78
Fiscal Year 2013 Projected Balance	$16,940.78

2011 Financial Audit

Material Weaknesses in Internal Controls
- Segregation of Duties
- Unreconciled Amounts in the Cash Accounts

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

6-10-106	Uniform dates for beginning and end of school year
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-616	Qualifications of directors
6-13-630	Election by zone and at large
6-13-634	School district board of directors
6-15-902	Grading scale—Exemptions—Special education classes (to the extent that it is applicable to grades K-4, it may be waived for non-core courses only)
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-16-124	Arkansas history
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification—Waiver (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-418	Teacher certification—Arkansas history requirement
6-17-807	Additional days
6-17-902	Definition of a teacher (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-908	Teachers' salary fund
6-17-919	Warrants void without valid certification and contract
6-17-1001	Minimum base salary
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2302	Business managers
6-17-2403	Minimum teacher compensation schedule
6-18-508	Alternative learning environments
6-20-1401	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
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4-20-1407	Pertaining to school construction standards (approved only as it relates to owned property versus leased property)
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Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.0	Curriculum
15.0	Personnel
15.03	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
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16.03.1	School Nurse
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- Common Core System
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- Nutrition and Physical Activity Standards

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	ESTEM HIGH SCHOOL	Superintendent:	JOHN BACON
School:	**ESTEM HIGH CHARTER**	Principal:	KATRINA JONES
LEA:	6047703	Grades:	09 - 12
Address:	123 WEST THIRD STREET	Enrollment:	488
	LITTLE ROCK, AR 72201	Attendance Rate:	94.73% (3 QTR AVG)
Phone:	501-748-9335	Poverty Rate:	30.53%

Achieving School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	130	YES	152	YES
Targeted Achievement Gap Group	32	YES	69	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	53	YES	91	YES
Hispanic	13	YES	n < 10	n < 10
White	55	YES	41	YES
Economically Disadvantaged	29	YES	62	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	11	YES

Achieving School in Literacy / Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	122	83.61	76.79	138	56.52	55.01
Targeted Achievement Gap Group	32	68.75	67.48	64	57.81	35.49
	Three Year Literacy			Three Year Math		
All Students	201	80.10	76.79	413	59.08	55.01
Targeted Achievement Gap Group	63	66.67	67.48	152	47.37	35.49
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	51	78.43	71.19	84	50.00	38.06
Hispanic	13	61.54	72.50	n < 10	n < 10	n < 10
White	50	94.00	82.26	36	72.22	72.84
Economically Disadvantaged	29	72.41	65.23	57	56.14	36.39
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	11	63.64	42.71

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	ESTEM MIDDLE PUBLIC CHARTER	Superintendent:	JOHN BACON
School:	**ESTEM MIDDLE SCHOOL**	Principal:	CINDY BARTON
LEA:	6046702	Grades:	05 - 08
Address:	112 WEST THIRD STREET LEVEL 3	Enrollment:	503
	LITTLE ROCK, AR 72201	Attendance Rate:	97.52% (3 QTR AVG)
Phone:	501-748-9200	Poverty Rate:	29.42%

Needs Improvement School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	500	YES	645	YES
Targeted Achievement Gap Group	179	YES	202	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	235	YES	278	YES
Hispanic	24	YES	30	YES
White	215	YES	300	YES
Economically Disadvantaged	158	YES	178	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	32	YES	35	YES

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	480	86.46	74.65	459	85.84	73.13
Targeted Achievement Gap Group	169	73.37	61.26	160	72.50	63.56
	Three Year Performance			Three Year Growth		
All Students	1343	78.33	74.65	1291	77.38	73.13
Targeted Achievement Gap Group	452	66.15	61.26	435	66.90	63.56
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	227	80.18	67.83	221	81.00	67.65
Hispanic	23	69.57	51.99	23	69.57	56.86
White	205	95.12	84.80	192	93.75	80.76
Economically Disadvantaged	148	75.68	62.74	142	73.24	63.95
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	32	50.00	22.81	29	55.17	25.52

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	624	75.96	75.44	459	61.66	67.40
Targeted Achievement Gap Group	192	55.73	61.91	160	43.13	52.18
	Three Year Performance			Three Year Growth		
All Students	1773	74.39	75.44	1292	65.63	67.40
Targeted Achievement Gap Group	541	58.96	61.91	435	49.66	52.18
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	270	60.00	66.67	221	45.70	56.48
Hispanic	29	62.07	49.07	23	43.48	51.47
White	290	90.69	86.57	192	79.69	81.26
Economically Disadvantaged	168	56.55	63.53	142	42.96	52.95
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	35	37.14	38.89	29	31.03	31.25

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	ESTEM ELEMENTARY PUBLIC CHARTE	Superintendent:	JOHN BACON
School:	**ESTEM ELEMENTARY CHARTER**	Principal:	CINDY BARTON
LEA:	6045701	Grades:	K - 04
Address:	112 WEST THIRD STREET LEVEL 3	Enrollment:	466
	LITTLE ROCK, AR 72201	Attendance Rate:	98.19% (3 QTR AVG)
Phone:	501-748-9200	Poverty Rate:	35.19%

Achieving School

Achieving School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	178	YES	178	YES
Targeted Achievement Gap Group	72	YES	72	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	85	YES	85	YES
Hispanic	10	YES	10	YES
White	74	YES	74	YES
Economically Disadvantaged	64	YES	64	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	YES	15	YES

Achieving School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	172	76.74	80.27	79	92.41	91.78
Targeted Achievement Gap Group	68	69.12	68.49	26	92.31	86.11
	Three Year Performance			Three Year Growth		
All Students	492	78.86	80.27	243	86.01	91.78
Targeted Achievement Gap Group	201	67.66	68.49	97	87.63	86.11
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	83	66.27	68.64	41	92.68	89.82
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	72	87.50	91.67	33	93.94	94.61
Economically Disadvantaged	60	68.33	67.27	23	91.30	84.20
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	53.33	58.34	n < 10	n < 10	n < 10

Achieving School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	172	81.98	83.18	79	72.15	71.79
Targeted Achievement Gap Group	68	72.06	72.78	26	57.69	58.34
	Three Year Performance			Three Year Growth		
All Students	492	83.54	83.18	243	69.14	71.79
Targeted Achievement Gap Group	201	74.63	72.78	97	59.79	58.34
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	83	67.47	68.64	41	70.73	54.17
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	72	95.83	98.61	33	75.76	83.82
Economically Disadvantaged	60	70.00	70.54	23	56.52	55.74
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	15	53.33	66.67	n < 10	n < 10	n < 10

All Funds

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
15,130.50	4,071,503.67	4,058,547.80	28,086.37

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
28,086.37	8,240,862.33	8,251,216.63	17,732.07

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
17,732.07	8,355,520.88	8,350,150.88	23,102.07

FY 13 as of January 22, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
17,732.07	1,634,133.34	1,759,929.06	(108,063.65)

Source: APSCN Documents

Arkansas Department of Education
Estem High
Charter
Review Revenue

All Funds								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/22/2013	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	92.41	26.63	(65.78)	16.84	200.00	183.16	8.42%
16210	Student	12,994.23	11,904.60	(1,089.63)	0.00	15,000.00	15,000.00	0.00%
16215	A La Carte Income	53,391.94	42,198.12	(11,193.82)	0.00	45,000.00	45,000.00	0.00%
16220	Adult	136.50	91.00	(45.50)	0.00	100.00	100.00	0.00%
17220	Stdnt Spn Ssales - IE Candy	79,541.39	81,448.38	1,906.99	0.00	85,000.00	85,000.00	0.00%
19200	Private Contributions	0.00	0.00	0.00	(79,056.79)	210,633.00	289,689.79	-37.53%
19510	Other LEA within State	303,645.05	130,004.01	(173,641.04)	0.00	0.00	0.00	0.00%
19800	Refunds of Prior YR Expen	92.37	0.00	(92.37)	0.00	0.00	0.00	0.00%
19900	Misc Rev From Local Sources	13,901.74	9,615.72	(4,286.02)	4,420.00	16,104.00	11,684.00	27.45%
31450	Student Growth Funding	0.00	0.00	0.00	0.00	80,280.00	80,280.00	0.00%
31700	Charter School Funding	2,181,290.00	2,968,781.00	787,491.00	1,514,106.00	3,028,214.00	1,514,108.00	50.00%
32225	Technology Grant	0.00	10,000.00	10,000.00	0.00	0.00	0.00	0.00%
32250	Pathwise Mentoring	4,400.00	1,000.00	(3,400.00)	3,200.00	0.00	(3,200.00)	0.00%
32256	Professional Dev. ACT 59	7,623.00	20,385.00	12,762.00	20,966.00	20,778.00	(188.00)	100.90%
32310	Hand Child-Supv/Extend YR	1,062.26	2,052.00	989.74	0.00	1,982.00	1,982.00	0.00%
32361	GT Advanced Placement	150.00	2,550.00	2,400.00	4,450.00	0.00	(4,450.00)	0.00%
32371	Limited English Proficien	0.00	1,794.00	1,794.00	4,575.00	3,355.00	(1,220.00)	136.36%
32381	NSLA ACT 59	28,272.00	75,394.00	47,122.00	56,705.00	98,723.00	42,018.00	57.44%
32520	Matching State	290.91	471.09	180.18	344.49	500.00	155.51	68.90%
32990	Other State Grants/Aid	600.00	0.00	(600.00)	0.00	0.00	0.00	0.00%
45110	ESEA CH1 Comp R 100-297	74,971.88	29,306.12	(45,665.76)	21,140.17	30,054.00	8,913.83	70.34%
45119	Title I - Part A-ARRA	26,707.00	0.00	(26,707.00)	0.00	0.00	0.00	0.00%
45124	ARRA Stabilization	39,343.00	0.00	(39,343.00)	0.00	0.00	0.00	0.00%
45129	Jobs Fund Revenue	72,369.00	0.00	(72,369.00)	0.00	0.00	0.00	0.00%
45510	4 Lunches-Type A	22,464.56	23,245.22	780.66	8,681.68	25,000.00	16,318.32	34.73%
45520	SL 11 Lunch-Free/Reduced	629.18	369.36	(259.82)	117.01	400.00	282.99	29.25%
45613	IDEA VIB Pass Through	24,735.00	71,617.00	46,882.00	9,085.40	70,400.00	61,314.60	12.91%
45621	Stimulus - Idea	18,093.07	0.00	(18,093.07)	0.00	0.00	0.00	0.00%
45910	Medicare Catastrophic COV	0.00	3,899.56	3,899.56	382.54	4,625.00	4,242.46	8.27%
45913	ARMAC Medicaid ADM Claim	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
45925	Improving Teach Quality	5,448.00	1,569.00	(3,879.00)	0.00	0.00	0.00	0.00%
51400	Current Loans	0.00	50,000.00	50,000.00	65,000.00	0.00	(65,000.00)	0.00%
51999	Audit Adjustment for PRI	2,278.00	39,848.51	37,570.51	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	1,096,981.18	1,694,511.01	597,529.83	0.00	1,590,958.88	1,590,958.88	0.00%
52201	Trans From 2001	0.00	2,968,781.00	2,968,781.00	0.00	3,028,214.00	3,028,214.00	0.00%
52800	Trans From Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	Total Revenue	4,071,503.67	8,240,862.33	4,169,358.66	1,634,133.34	8,355,520.88	6,721,387.54	19.56%
All transfers included								
Revenue not up, new transfer (52201) causes to appear as increase								

Arkansas Department of Education
Estem High Charter
Review of Expenditures

ALL FUNDS								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual as of	Annual	Budget	% of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-52999	Salaries & Benefits	1,681,122.08	2,126,285.95	445,163.87	1,186,661.18	2,386,172.00	1,199,510.82	49.73%
Other:								
63110	Staff Services	473.25	206.89	(266.36)	55.26	680.00	624.74	8.13%
63120	Mgmt Services-consulting	51,600.00	54,699.96	3,099.96	32,725.00	56,100.00	23,375.00	58.33%
63130	Board of Ed Services	423.30	0.00	(423.30)	0.00	0.00	0.00	0.00%
63210	Instructional	6,740.00	16,799.12	10,059.12	8,249.83	91,117.50	82,867.67	9.05%
63220	Substitutes	28,350.23	67,007.94	38,657.71	22,682.60	35,000.00	12,317.40	64.81%
63230	Consulting Educational	22,487.79	14,549.42	(7,938.37)	0.00	5,658.00	5,658.00	0.00%
63240	Assessment	73,548.50	4,850.00	(68,698.50)	5,650.00	2,579.50	(3,070.50)	219.03%
63310	CRT Prof Dev	0.00	678.81	678.81	984.95	20,778.00	19,793.05	4.74%
63410	Pupil Services - Pur SRVC	51,883.89	49,210.48	(2,673.41)	4,057.81	0.00	(4,057.81)	0.00%
63431	Audits	22,100.00	24,260.00	2,160.00	0.00	0.00	0.00	0.00%
63445	Legal Research	0.00	1,885.00	1,885.00	0.00	0.00	0.00	0.00%
63450	PS Prof Medical	500.00	0.00	(500.00)	205.00	0.00	(205.00)	0.00%
63460	PS Prof IT	1,910.00	0.00	(1,910.00)	0.00	0.00	0.00	0.00%
63490	PS Prof Other	0.00	59,417.85	59,417.85	32,187.32	46,600.00	14,412.68	69.07%
63590	PS Tech Other	32,618.86	49,137.68	16,518.82	22,306.76	44,200.00	21,893.24	50.47%
63900	Header PS P/T Other P/T	0.00	30,403.70	30,403.70	11,274.44	42,809.00	31,534.56	26.34%
64110	Water/Sewer	3,017.65	3,507.81	490.16	1,791.68	4,000.00	2,208.32	44.79%
64230	Custodial	61,256.01	68,398.56	7,142.55	26,788.63	65,000.00	38,211.37	41.21%
64310	Repairs	22,018.82	35,421.12	13,402.30	21,987.45	33,780.00	11,792.55	65.09%
64320	Tech Repairs & Maintenance	2,709.00	0.00	(2,709.00)	0.00	0.00	0.00	0.00%
64410	Land & Buildings	280,333.69	279,999.96	(333.73)	163,333.31	280,000.00	116,666.69	58.33%
64420	Equipment & Vehicles	2,371.64	590.00	(1,781.64)	45.00	7,200.00	7,155.00	0.63%
64430	PS Prof Rental Comp	3,300.25	0.00	(3,300.25)	0.00	0.00	0.00	0.00%
65190	From Other Sources	3,904.29	15,848.83	11,944.54	8,905.00	8,500.00	(405.00)	104.76%
65210	Property Insurance	23,407.65	33,296.55	9,888.90	36,097.13	36,040.00	(57.13)	100.16%
65230	Fidelity Bond Premiums	15.00	0.00	(15.00)	0.00	0.00	0.00	0.00%
65250	Accident Ins for Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65310	Telephone	5,289.37	31,410.54	26,121.17	10,951.88	30,190.00	19,238.12	36.28%
65320	Postage	638.07	1,259.58	621.51	181.66	2,500.00	2,318.34	7.27%
65330	Networking/Internet Services	0.00	0.00	0.00	37.74	0.00	(37.74)	0.00%
65400	Advertising	1,408.06	2,413.60	1,005.54	0.00	2,040.00	2,040.00	0.00%
65500	Printing & Binding	598.17	0.00	(598.17)	0.00	0.00	0.00	0.00%
65700	Food Svs management	106,769.75	100,068.57	(6,701.18)	0.00	86,000.00	86,000.00	0.00%
65810	Trvl-cert-In District	429.57	0.00	(429.57)	0.00	0.00	0.00	0.00%
65910	Svs Purchased Locally	126,238.21	142,747.09	16,508.88	74,345.10	90,510.00	16,164.90	82.14%
66100	General Supplies	182,238.15	205,703.36	23,465.21	22,192.47	135,955.00	113,762.53	16.32%
66210	Natural Gas	239.30	1,087.58	848.28	563.50	1,360.00	796.50	41.43%
66220	Electricity	70,737.07	111,961.21	41,224.14	51,528.18	113,000.00	61,471.82	45.60%
66410	Textbooks	44,742.95	34,323.72	(10,419.23)	0.00	20,000.00	20,000.00	0.00%
66500	Techn Supplies	277.48	0.00	(277.48)	915.24	680.00	(235.24)	134.59%
66510	Software	5,823.93	0.00	(5,823.93)	2,715.84	16,052.00	13,336.16	16.92%
66520	Other	175.50	0.00	(175.50)	0.00	30,000.00	30,000.00	0.00%
66527	Tech Sup < $1000.00	0.00	0.00	0.00	0.00	23,000.00	23,000.00	0.00%
68100	Dues and Fees	5,679.24	7,881.60	2,202.36	4,477.55	4,177.00	(300.55)	107.20%
68300	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68600	Penalties	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68830	Property Tax	0.00	11,264.27	11,264.27	0.00	4,500.00	4,500.00	0.00%
68900	Misc Expenditures	34,189.90	1,347.87	(32,842.03)	6,031.55	4,800.00	(1,231.55)	125.66%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69310	To Salary Fund	1,079,813.71	1,477,735.21	397,921.50	0.00	1,590,958.88	1,590,958.88	0.00%
69320	To Operating Fund	0.00	195,985.80	195,985.80	0.00	0.00	0.00	0.00%
69321	Transfer From 2001	0.00	2,968,781.00	2,968,781.00	0.00	3,028,214.00	3,028,214.00	0.00%
69380	To Food Service Fund	17,167.47	20,790.00	3,622.53	0.00	0.00	0.00	0.00%
69900	Loan Payments To	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Other Exp.		2,377,425.72	6,124,930.68	3,747,504.96	573,267.88	5,963,978.88	5,390,711.00	9.61%
	Total Expenditures	4,058,547.80	8,251,216.63	4,192,668.83	1,759,929.06	8,350,150.88	6,590,221.82	21.08%

Data Sources: APSCN documents

Funds 1, 2, 4

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
1,320.17	3,623,220.56	3,619,089.58	5,451.15

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
5,451.15	7,953,450.99	7,953,174.14	5,728.00

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
5,728.00	8,079,441.88	8,074,071.88	11,098.00

FY13 as of January 22, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
5,728.00	1,594,382.05	1,721,700.88	(121,590.83)

Note: As of January 22, 2013 no revenue posted but payroll expenditures run. Normal to see this at this point during month.

Arkansas Department of Education
Estem High
Charter
Review Revenue

Funds 1,2,4								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/22/2013	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	92.41	26.63	(65.78)	16.84	200.00	183.16	8.42%
19200	Private Contributions	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
19510	Other LEA within State	303,645.05	130,004.01	(173,641.04)	(79,056.79)	210,633.00	289,689.79	0.00%
19800	Refunds of Prior YR Expen	92.37	0.00	(92.37)	0.00	0.00	0.00	0.00%
19900	Misc Rev From Local Sources	13,901.74	9,615.72	(4,286.02)	4,420.00	16,104.00	11,684.00	27.45%
31450	Student Growth Funding	0.00	0.00	0.00	0.00	80,280.00	80,280.00	0.00%
31700	Charter School Funding	2,181,290.00	2,968,781.00	787,491.00	1,514,106.00	3,028,214.00	1,514,108.00	50.00%
32225	Technology Grant	0.00	10,000.00	10,000.00	0.00	0.00	0.00	0.00%
32250	Pathwise Mentoring	4,400.00	1,000.00	(3,400.00)	3,200.00	0.00	(3,200.00)	0.00%
32256	Professional Dev. ACT 59	7,623.00	20,385.00	12,762.00	20,966.00	20,778.00	(188.00)	100.90%
32310	Hand Child-Supv/Extend YR	1,062.26	2,052.00	989.74	0.00	1,982.00	1,982.00	0.00%
32355	Early Child Pilot Parent	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
32361	GT Advanced Placement	150.00	2,550.00	2,400.00	4,450.00	0.00	(4,450.00)	0.00%
32371	Limited English Proficien	0.00	1,794.00	1,794.00	4,575.00	3,355.00	(1,220.00)	136.36%
32381	NSLA ACT 59	28,272.00	75,394.00	47,122.00	56,705.00	98,723.00	42,018.00	57.44%
32990	Other State Grants/Aids	600.00	0.00	(600.00)	0.00	0.00	0.00	0.00%
51400	Current Loans	0.00	50,000.00	50,000.00	65,000.00	0.00	(65,000.00)	0.00%
51999	Audit Adjustment for PRI	2,278.02	39,346.62	37,068.60	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	1,079,813.71	1,673,721.01	593,907.30	0.00	1,590,958.88	1,590,958.88	0.00%
52201	Trans From 2001	0.00	2,968,781.00	2,968,781.00	0.00	3,028,214.00	3,028,214.00	0.00%
	Total Revenue	3,623,220.56	7,953,450.99	4,330,230.43	1,594,382.05	8,079,441.88	6,485,059.83	19.73%

Arkansas Department of Education
Estem High Charter
Review of Expenditures

FUNDS 1, 2, 4								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual as of	Annual	Budget	% of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	1,559,570.07	2,086,227.98	526,657.91	1,161,792.90	2,309,518.00	1,147,725.10	50.30%
Other:								
63110	Staff Services	473.25	206.89	0	55.26	680.00	624.74	8.13%
63120	Mgmt Services-consulting	51,600.00	54,699.96	3,099.96	32,725.00	56,100.00	23,375.00	58.33%
63130	Board of Ed Services	423.30	0.00	0.00	0.00	0.00	0.00	0.00%
63210	Instructional	1,480.00	3,600.00	2,120.00	976.93	73,000.00	72,023.07	1.34%
63220	Substitutes	28,350.23	67,007.94	38,657.71	22,682.60	35,000.00	12,317.40	64.81%
63230	Consulting Educational	8,512.69	1,700.00	(6,812.69)	0.00	0.00	0.00	0.00%
63240	Assessment	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
63310	CRT Prof Dev	73,511.00	678.81	(72,832.19)	984.95	20,778.00	19,793.05	4.74%
63410	Pupil Services - Pur SRVC	1,114.50	18,335.36	17,220.86	4,057.81	0.00	(4,057.81)	0.00%
63431	Audits	22,100.00	24,260.00	2,160.00	0.00	0.00	0.00	0.00%
63445	Legal - Research	0.00	1,885.00	1,885.00	0.00	0.00	0.00	0.00%
63450	PS Prof Medical	500.00	0.00	(500.00)	0.00	0.00	0.00	0.00%
63460	PS Prof IT	1,910.00	0.00	(1,910.00)	0.00	0.00	0.00	0.00%
63490	PS Prof Other	0.00	59,417.85	59,417.85	32,187.32	46,600.00	14,412.68	69.07%
63590	PS Tech Other	32,618.86	49,137.68	16,518.82	22,306.76	44,200.00	21,893.24	50.47%
63900	Header PS P/T Other P/T	0.00	30,403.70	30,403.70	11,274.44	42,809.00	31,534.56	26.34%
64110	Water/Sewer	3,017.65	3,507.81	490.16	1,791.68	4,000.00	2,208.32	44.79%
64230	Custodial	61,256.01	68,398.56	7,142.55	26,788.63	65,000.00	38,211.37	41.21%
64310	Repairs	22,018.82	35,421.12	13,402.30	21,987.45	33,780.00	11,792.55	65.09%
64320	Tech Repairs & Maintenance	2,709.00	0.00	(2,709.00)	0.00	0.00	0.00	0.00%
64410	Land & Buildings	280,333.69	279,999.96	(333.73)	163,333.31	280,000.00	116,666.69	58.33%
64420	Equipment & Vehicles	2,371.64	590.00	(1,781.64)	45.00	7,200.00	7,155.00	0.63%
64430	PS Prop Rental Comp	3,300.25	0.00	(3,300.25)	0.00	0.00	0.00	0.00%
65190	From Other Sources	3,904.29	15,848.83	11,944.54	8,905.00	8,500.00	(405.00)	104.76%
65210	Property Insurance	23,407.65	33,296.55	9,888.90	36,097.13	36,040.00	(57.13)	100.16%
65230	Fidelity Bond Premiums	15.00	0.00	(15.00)	0.00	0.00	0.00	0.00%
65250	Accident Ins for Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65310	Telephone	5,289.37	31,410.54	26,121.17	10,951.88	30,190.00	19,238.12	36.28%
65320	Postage	638.07	1,259.58	621.51	181.66	2,500.00	2,318.34	7.27%
65330	Networking/Internet Services	0.00	0.00	0.00	37.74	0.00	(37.74)	0.00%
65400	Advertising	1,408.06	2,413.60	1,005.54	0.00	2,040.00	2,040.00	0.00%
65500	Printing & Binding	598.17	0.00	(598.17)	0.00	0.00	0.00	0.00%
65700	Food Svs management	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65810	Trvl-cert-In District	269.57	0.00	(269.57)	0.00	0.00	0.00	0.00%
65910	Svs Purchased Locally	107,988.21	138,187.04	30,198.83	74,345.10	88,440.00	14,094.90	84.06%
66100	General Supplies	59,966.18	114,121.12	54,154.94	21,960.47	50,955.00	28,994.53	43.10%
66110	Act 756 Money	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
66210	Natural Gas	239.30	1,087.58	848.28	563.50	1,360.00	796.50	41.43%
66220	Electricity	70,737.07	111,961.21	41,224.14	51,528.18	113,000.00	61,471.82	45.60%
66410	Textbooks	44,742.95	34,323.72	(10,419.23)	0.00	20,000.00	20,000.00	0.00%
66500	Techn Supplies	277.48	0.00	(277.48)	915.24	680.00	(235.24)	134.59%
66510	Software	5,823.93	0.00	(5,823.93)	2,715.84	16,052.00	13,336.16	16.92%
66520	Other	175.50	0.00	(175.50)	0.00	30,000.00	30,000.00	0.00%
66527	Tech Sup < $1000.00	0.00	0.00	0.00	0.00	23,000.00	23,000.00	0.00%
68100	Dues and Fees	5,266.74	7,881.60	2,614.86	4,477.55	4,177.00	(300.55)	107.20%
68300	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68600	Penalties	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68830	Property Tax	0.00	11,264.27	11,264.27	0.00	4,500.00	4,500.00	0.00%
68900	Misc Expenditures	34,189.90	1,347.87	(32,842.03)	6,031.55	4,800.00	(1,231.55)	125.66%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69310	To Salary Fund	1,079,813.71	1,477,735.21	397,921.50	0.00	1,590,958.88	1,590,958.88	0.00%
69320	To Operating Fund	0.00	195,985.80	195,985.80	0.00	0.00	0.00	0.00%
69321	Transfer From 2001	0.00	2,968,781.00	2,968,781.00	0.00	3,028,214.00	3,028,214.00	0.00%
69380	To Food Service Fund	17,167.47	20,790.00	3,622.53	0.00	0.00	0.00	0.00%
69900	Loan Payments To	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Other Exp.		2,059,519.51	5,866,946.16	3,807,426.65	559,907.98	5,764,553.88	5,204,645.90	9.71%
	Total Expenditures	3,619,089.58	7,953,174.14	4,334,084.56	1,721,700.88	8,074,071.88	6,352,371.00	21.32%

Data Sources: APSCN documents

Arkansas Department of Education
Estem Middle Charter

All Funds

FY 11 Actual			
Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
53,920.83	5,065,748.08	5,083,367.02	36,301.89

FY 12 Actual			
Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
36,301.89	7,780,370.03	7,797,447.60	19,224.32

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
19,224.32	7,965,992.35	7,961,342.35	23,874.32

FY 13 as of January 22, 2013			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
19,224.32	1,734,942.42	1,790,993.56	(36,826.82)

As of January 22, 2013 no revenue posted. This is not uncommon at this point during the month. Expenditures take place and revenue is posted at the end of the month.

All information included budgeted revenue and expenditure transfers.

Arkansas Department of Education
Estem Middle Charter
Review Revenue

All Funds								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11	Actual As of 01/22/2013	Annual Budget 2012-13	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	87.18	86.59	(0.59)	35.80	200.00	164.20	17.90%
16210	Student	57,432.34	43,582.80	(13,849.54)	0.00	43,500.00	43,500.00	0.00%
16215	A La Carte Income	4,131.40	32,036.09	27,904.69	0.00	33,000.00	33,000.00	0.00%
16220	Adult	348.00	1,520.50	1,172.50	0.00	1,000.00	1,000.00	0.00%
17220	Stdnt Spon Sales-ie Candy	101,135.71	92,873.88	(8,261.83)	0.00	95,000.00	95,000.00	0.00%
19510	Other LEA within State	19,937.79	0.00	(19,937.79)	11,777.97	0.00	(11,777.97)	0.00%
19800	Refunds of Prior Year Exp	1,665.60	9,532.61	7,867.01	(9,532.61)	0.00	9,532.61	0.00%
19900	Misc. Reve from Local Svs	29,494.14	8,999.00	(20,495.14)	(3,086.08)	14,674.00	17,760.08	-21.03%
31450	Student Growth Funding	634,587.00	0.00	(634,587.00)	0.00	0.00	0.00	0.00%
31460	Declining Enrollment	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
31700	Charter School Funding	2,379,808.00	3,072,000.00	692,192.00	1,566,750.00	3,133,500.00	1,566,750.00	50.00%
32250	Pathwise Mentoring Grant	10,600.00	8,500.00	(2,100.00)	5,200.00	0.00	(5,200.00)	0.00%
32256	Professional Dev. ACT 59	16,342.00	21,190.00	4,848.00	21,695.00	21,500.00	(195.00)	100.91%
32310	Hand Child-Supv/Extend YR	2,044.73	2,115.00	70.27	0.00	2,050.00	2,050.00	0.00%
32371	Limited English Proficien	0.00	897.00	897.00	305.00	1,830.00	1,525.00	16.67%
32381	NSLA ACT 59	56,048.00	80,960.00	24,912.00	34,780.00	76,516.00	41,736.00	45.45%
32520	Matching (State)	928.65	1,399.75	471.10	862.67	1,400.00	537.33	61.62%
45110	ESEA CH1 Comp(R) 100-297	64,277.00	93,445.00	29,168.00	56,819.67	88,524.00	31,704.33	64.19%
45119	ARRA Title I	34,740.00	0.00	(34,740.00)	0.00	0.00	0.00	0.00%
45124	ARRA Stabilization	155,897.00	0.00	(155,897.00)	0.00	0.00	0.00	0.00%
45129	ARRA Jobs Fund	76,252.00	2,687.00	(73,565.00)	0.00	0.00	0.00	0.00%
45510	SL 4 Lunches-\Type A	51,760.58	49,463.06	(2,297.52)	21,937.60	52,000.00	30,062.40	42.19%
45520	SL 11 Lunch-Free/Reduced	7,892.74	9,005.19	1,112.45	5,117.67	9,500.00	4,382.33	53.87%
45613	IDEA VIB Pass Through	55,702.00	82,340.00	26,638.00	18,623.80	102,000.00	83,376.20	18.26%
45621	VIB ARRA	79,491.78	0.00	(79,491.78)	0.00	0.00	0.00	0.00%
45910	Medicare Catastrophic Cov	8,721.93	8,801.23	79.30	3,655.93	6,000.00	2,344.07	60.93%
45925	Improving Teach Quality	4,469.00	2,222.00	(2,247.00)	0.00	0.00	0.00	0.00%
51999	Audit Adjustment for PY	17,404.73	0.00	(17,404.73)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	1,194,548.78	1,084,713.33	(109,835.45)	0.00	1,150,298.35	1,150,298.35	0.00%
52201	Fund Transfer	0.00	3,072,000.00	3,072,000.00	0.00	3,133,500.00	3,133,500.00	0.00%
52800	Trans From Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	Total Revenue	5,065,748.08	7,780,370.03	2,714,621.95	1,734,942.42	7,965,992.35	6,231,049.93	21.78%

Note: Transfers appear to be done at end of fiscal year.

Arkansas Department of Education
Estem Middle Charter
Review Expenditures

ALL FUNDS								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual as of	Annual	Budget	% of Budget
	Expenditures	as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-62999	Salaries & Benefits	1,821,805.31	1,611,030.27	1,821,805.31	870,389.84	1,723,192.00	852,802.16	50.51%
Other:								
63110	Staff Services	631.00	206.89	(424.11)	55.26	680.00	624.74	8.13%
63120	Prof Support Services	70,520.04	54,699.96	(15,820.08)	32,725.00	56,100.00	23,375.00	58.33%
63130	Board of Ed Services	564.40	0.00	(564.40)	0.00	0.00	0.00	0.00%
63210	Instructional	32,313.80	30,350.95	(1,962.85)	107,303.80	157,067.00	49,763.20	68.32%
63220	Substitutes	44,353.75	27,852.79	(16,500.96)	9,402.60	35,000.00	25,597.40	26.86%
63230	Consulting Educational	31,020.39	13,674.43	(17,345.96)	0.00	9,180.00	9,180.00	0.00%
63240	Assessment	4,030.00	11,600.00	7,570.00	4,650.00	8,720.00	4,070.00	53.33%
63310	Pupil Services	76,362.00	18,739.47	(57,622.53)	6,311.25	21,500.00	15,188.75	29.35%
63410	Data Processing Services	157,050.66	139,766.92	(17,283.74)	3,556.68	0.00	(3,556.68)	0.00%
63431	Audits	25,500.00	27,760.00	2,260.00	0.00	0.00	0.00	0.00%
63450	PS Prof Medical	500.00	368.98	(131.02)	753.45	240.00	(513.45)	313.94%
63460	PS Prof IT	2,546.66	0.00	(2,546.66)	0.00	0.00	0.00	0.00%
63490	PS Prof Other	2,646.30	73,404.63	70,758.33	40,348.16	66,300.00	25,951.84	60.86%
63590	PS Tech other	39,168.87	48,745.63	9,576.76	25,083.22	44,200.00	19,116.78	56.75%
63900	Header PS P/T Other P/T	8,276.06	18,829.84	10,553.78	11,790.90	39,396.00	27,605.10	29.93%
63910	Other PRF/Tech Srvcs	0.00	0.00	0.00	49,674.29	0.00	(49,674.29)	0.00%
64110	Water/Sewer	2,276.78	3,299.48	1,022.70	1,776.53	3,120.00	1,343.47	56.94%
64230	Custodial	59,489.26	76,834.05	17,344.79	22,772.58	56,000.00	33,227.42	40.67%
64310	Bldg Grounds	40,798.54	23,119.49	(17,679.05)	9,910.12	23,024.00	13,113.88	43.04%
64320	Equipment & Vehicles	3,612.00	0.00	(3,612.00)	0.00	0.00	0.00	0.00%
64410	Land & Buildings	266,111.39	224,230.56	(41,880.83)	130,801.16	224,640.00	93,838.84	58.23%
64420	Equipment & Vehicles	2,947.67	540.00	(2,407.67)	0.00	4,000.00	4,000.00	0.00%
64900	PPS Other	128,572.00	0.00	(128,572.00)	0.00	0.00	0.00	0.00%
65190	From Other Sources	11,502.92	6,256.81	(5,246.11)	4,349.75	8,500.00	4,150.25	51.17%
65210	Property Insurance	31,210.14	33,827.04	2,616.90	36,097.13	36,040.00	(57.13)	100.16%
65230	Fidelity Bond Premiums	20.00	0.00	(20.00)	0.00	0.00	0.00	0.00%
65310	Telephone	36,811.24	13,708.73	(23,102.51)	3,022.45	27,490.00	24,467.55	10.99%
65320	Postage	863.66	1,239.94	376.28	183.66	680.00	496.34	27.01%
65330	Networking/Internet Srvc	0.00	0.00	0.00	37.74	0.00	(37.74)	0.00%
65400	Advertising	2,003.18	2,118.30	115.12		2,040.00	2,040.00	0.00%
65500	Printing & Binding	1,198.28	0.00	(1,198.28)	0.00	0.00	0.00	0.00%
65700	Food Svs management	133,108.15	151,312.26	18,204.11	0.00	140,400.00	140,400.00	0.00%
65810	Trvl-cert-In District	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65820	Trvl-clss-In District	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65850	Trvl Cert Out State	0.00	200.00	200.00	0.00	0.00	0.00	0.00%
65910	Svs Purchased Locally	527,796.24	527,138.05	(658.19)	116,385.29	642,015.00	525,629.71	18.13%
66100	General Supplies	196,803.07	198,155.91	1,352.84	39,265.85	281,408.00	242,142.15	13.95%
66110	Act 756 Money	5,000.00	4,667.02	(332.98)	5,500.00	0.00	(5,500.00)	0.00%
66210	Natural Gas	968.57	929.65	(38.92)	318.81	850.00	531.19	37.51%
66220	Electricity	58,029.65	73,936.45	15,906.80	53,501.43	5,270.00	(48,231.43)	1015.21%
66410	Textbooks	507.32	0.00	(507.32)	132.00	0.00	(132.00)	0.00%
66500	Techn Supplies	1,786.46	0.00	(1,786.46)	1,246.90	680.00	(566.90)	183.37%
66510	Software	5,834.43	0.00	(5,834.43)	2,715.84	20,084.00	17,368.16	13.52%
66520	Other Technology	234.00	358.89	124.89	207.70	13,000.00	12,792.30	1.60%
66527	Tech Sup < $1000.00	0.00	0.00	0.00	0.00	21,000.00	21,000.00	0.00%
68100	Dues and Fees	6,152.70	11,845.41	5,692.71	3,440.32	4,373.00	932.68	78.67%
68300	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68600	Interest late fee	0.00	0.00	0.00	497.70	0.00	(497.70)	0.00%
68830	Properly Tax	0.00	1,354.60	1,354.60	1,354.60	1,355.00	0.40	99.97%
68900	Misc Expenditures	47,891.35	1,347.87	(46,543.48)	3,431.55	0.00	(3,431.55)	0.00%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69310	To Salary Fund	1,124,283.58	1,070,473.97	(53,809.61)	0.00	1,150,298.35	1,150,298.35	0.00%
69320	To Operating Fund	59,650.76	1,814.36	(57,836.40)	0.00	0.00	0.00	0.00%
69321	Transfer to 2200	0.00	3,072,000.00	3,072,000.00	0.00	3,133,500.00	3,133,500.00	0.00%
69380	To Food Service Fund	10,614.44	12,425.00	1,810.56	0.00	0.00	0.00	0.00%
69400	Program Funding Return	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69900	Loan Payments To	0.00	207,283.00	207,283.00	192,000.00	0.00	(192,000.00)	0.00%
Total Other Exp.		3,261,561.71	6,186,417.33	2,924,855.62	920,603.72	6,238,150.35	5,317,546.63	14.76%
	Total Expenditures	5,083,367.02	7,797,447.60	2,714,080.58	1,790,993.56	7,961,342.35	6,170,348.79	22.50%

Note: Transfers appear to be done at end of fiscal year
No travel expenditures?
Loan payments to? See comment insert.
Electricity expenditures budgeted incorrectly

Data Source: APSCN documents

Financial Accountability Reporting
January 23, 2013

Arkansas Department of Education
Estem Middle Charter

Funds 1, 2, 4

FY 11 Actual			
Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
46,533.06	4,351,953.51	4,392,935.81	5,550.76

FY 12 Actual			
Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
5,550.76	7,348,568.53	7,347,444.29	6,675.00

FY13 Budget			
Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
6,675.00	7,534,068.35	7,529,418.35	11,325.00

FY13 as of January 22, 2013			
Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
6,675.00	1,627,925.08	1,695,281.63	(60,681.55)

As of January 22, 2013 no revenue posted. This is not uncommon at this point during the month. Expenditures take place and revenue is posted at the end of the month.

All information included budgeted revenue and expenditure transfers.

Arkansas Department of Education
Estem Middle Charter
Review Revenue

Funds 1, 2, 4								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/22/2013	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	87.18	86.59	(0.59)	35.80	200.00	164.20	17.90%
19510	Other LEA within State	19,937.79	0.00	(19,937.79)	11,777.97	0.00	(11,777.97)	0.00%
19800	Refunds of Prior Yr Expens	1,665.60	9,532.61	7,867.01	(9,532.61)	0.00	9,532.61	0.00%
19900	Misc Rev FR Local Sources	29,494.14	8,999.00	(20,495.14)	(3,086.08)	14,674.00	17,760.08	-21.03%
31450	Student Growth Funding	634,587.00	0.00	(634,587.00)	0.00	0.00	0.00	0.00%
31700	Charter School Funding	2,379,808.00	3,072,000.00	692,192.00	1,566,750.00	3,133,500.00	1,566,750.00	50.00%
32250	Pathwise Mentoring	10,600.00	8,500.00	(2,100.00)	5,200.00	0.00	(5,200.00)	0.00%
32256	Professional Dev. ACT 59	16,342.00	21,190.00	4,848.00	21,695.00	21,500.00	(195.00)	100.91%
32310	Hand Child-Supv/Extend YR	2,044.73	2,115.00	70.27	0.00	2,050.00	2,050.00	0.00%
32371	Limited English Proficiency	0.00	897.00	897.00	305.00	1,830.00	1,525.00	16.67%
32381	NSLA ACT 59	56,048.00	80,960.00	24,912.00	34,780.00	76,516.00	41,736.00	45.45%
51999	Audit Adjustment for PRI	17,404.73	0.00	(17,404.73)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	1,183,934.34	1,072,288.33	(111,646.01)	0.00	1,150,298.35	1,150,298.35	0.00%
52201	Fund Transfer	0.00	3,072,000.00	3,072,000.00	0.00	3,133,500.00	3,133,500.00	0.00%
52800	Trans From Food Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
	Total Revenue	4,351,953.51	7,348,568.53	2,996,615.02	1,627,925.08	7,534,068.35	5,906,143.27	21.61%

Arkansas Department of Education
Estem Middle Charter
Review Expenditures

FUNDS 1, 2, 4								
		Actual 2010-11	Actual 2011-12	2011-12 Actual compared to 2010-11 Actual	Actual as of 01/22/13	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
	Expenditures	as of 06/30/11	as of 06/30/12					
61000-62999	Salaries & Benefits	1,694,107.16	1,528,299.10	(165,808.06)	822,335.84	1,637,092.00	814,756.16	50.23%
Other:								
63110	Staff Services	631.00	206.89	0	55.26	680.00	624.74	8.13%
63120	Prof. Support Services	70,520.04	54,699.96	(15,820.08)	32,725.00	56,100.00	23,375.00	58.33%
63130	Board of Ed Services	564.40	0.00	(564.40)	0.00	0.00	0.00	0.00%
63210	Instructional	4,390.76	1,199.81	(3,190.95)	84,000.00	135,207.00	51,207.00	62.13%
63220	Substitutes	44,353.75	27,852.79	(16,500.96)	9,402.60	35,000.00	25,597.40	26.86%
63230	Consulting Educational	17,482.11	2,015.48	(15,466.63)	0.00	0.00	0.00	0.00%
63310	Pupil Services	76,362.00	9,656.84	(66,705.16)	4,061.25	21,500.00	17,438.75	18.89%
63410	Data Processing Svs	55,266.29	137,544.92	0.00	3,556.68	0.00	(3,556.68)	0.00%
63431	Audits	25,500.00	27,760.00	2,260.00	0.00	0.00	0.00	0.00%
63450	PS Prof Medical	73.12	0.00	(73.12)	0.00	0.00	0.00	0.00%
63460	ps Prof IT	2,546.66	0.00	(2,546.66)	0.00	0.00	0.00	0.00%
63490	PS Prof Other	2,646.30	73,404.63	70,758.33	40,348.16	66,300.00	25,951.84	60.86%
63590	PS Tech Other	39,168.87	48,745.63	9,576.76	25,083.22	44,200.00	19,116.78	56.75%
63900	Header PS P/T Other P/T	8,276.06	18,829.84	10,553.78	11,790.90	39,396.00	27,605.10	29.93%
63910	Other PRF/Tech Srvcs	0.00	0.00	0.00	49,674.29	0.00	(49,674.29)	0.00%
64110	Water/Sewer	2,276.78	3,299.48	1,022.70	1,776.53	3,120.00	1,343.47	56.94%
64230	Custodial	59,489.26	76,834.05	17,344.79	22,772.58	56,000.00	33,227.42	40.67%
64310	Building & Grounds	40,798.54	23,119.49	(17,679.05)	9,910.12	23,024.00	13,113.88	43.04%
64320	Equipment & Vehicles	3,612.00	0.00	(3,612.00)	0.00	0.00	0.00	0.00%
64410	Land & Buildings	266,111.39	224,230.56	(41,880.83)	130,801.16	224,640.00	93,838.84	58.23%
64420	Equipment & Vehicles	2,947.67	540.00	(2,407.67)	0.00	4,000.00	4,000.00	0.00%
65190	From Other Sources	11,502.92	6,256.81	(5,246.11)	4,349.75	8,500.00	4,150.25	51.17%
65210	Property Insurance	31,210.14	33,827.04	2,616.90	36,097.13	36,040.00	(57.13)	100.16%
65230	Fidelity Bond Premiums	20.00	0.00	(20.00)	0.00	0.00	0.00	0.00%
65310	Telephone	36,811.24	13,708.73	(23,102.51)	3,022.45	27,490.00	24,467.55	10.99%
65320	Postage	863.66	1,239.94	376.28	183.66	680.00	496.34	27.01%
65330	Networking/Internet Svcs	0.00	0.00	0.00	37.74	0.00	(37.74)	0.00%
65400	Advertising	2,003.18	2,118.30	115.12	0.00	2,040.00	2,040.00	0.00%
65500	Printing & Binding	1,198.28	0.00	(1,198.28)	0.00	0.00	0.00	0.00%
65810	Trvl-cert-In District	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65820	Trvl-clss-In District	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65910	Svs Purchased Locally	520,860.75	522,578.00	1,717.25	100,840.13	603,538.00	502,697.87	16.71%
66100	General Supplies	50,683.72	51,398.67	714.95	38,110.33	154,461.00	116,350.67	24.67%
66110	Act 756 Money	5,000.00	4,667.02		5,500.00	0.00	(5,500.00)	0.00%
66210	Natural Gas	968.57	929.65	(38.92)	318.81	850.00	531.19	37.51%
66220	Electricity	58,029.65	73,936.45	15,906.80	53,501.43	5,270.00	(48,231.43)	1015.21%
66410	Textbooks	507.32	0.00	(507.32)	132.00	0.00	(132.00)	0.00%
66420	Library Books	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
66500	Techn supplies	1,786.46	0.00	(1,786.46)	1,246.90	680.00	(566.90)	183.37%
66510	Software	5,834.43	0.00	(5,834.43)	2,715.84	20,084.00	17,368.16	13.52%
66520	Other Technology	234.00	0.00	(234.00)	207.70	13,000.00	12,792.30	1.60%
66527	Tech Sup < $1000.00	0.00	0.00	0.00	0.00	21,000.00	21,000.00	0.00%
68100	Dues and Fees	5,857.20	11,845.41	5,988.21	3,440.32	4,373.00	932.68	78.67%
68300	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68600	Interest Late Fee	0.00	0.00	0.00	497.70	0.00	(497.70)	0.00%
68830	Property Tax	0.00	1,354.60		1,354.60	1,355.00	0.40	99.97%
68900	Misc Expenditures	47,891.35	1,347.87	(46,543.48)	3,431.55	0.00	(3,431.55)	0.00%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69310	To Salary Fund	1,124,283.58	1,070,473.97	(53,809.61)	0.00	1,150,298.35	1,150,298.35	0.00%
69320	To Operating Fund	59,650.76	1,814.36	(57,836.40)	0.00	0.00	0.00	0.00%
69321	Transfer to 2200	0.00	3,072,000.00	3,072,000.00	0.00	3,133,500.00	3,133,500.00	0.00%
69380	To Food Service Fund	10,614.44	12,425.00	1,810.56	0.00	0.00	0.00	0.00%
69400	Program Funding Return	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69900	Loan Payments to	0.00	207,283.00	207,283.00	192,000.00	0.00	(192,000.00)	0.00%
Total Other Exp.		2,698,828.65	5,819,145.19	3,120,316.54	872,945.79	5,892,326.35	5,019,380.56	14.81%
	Total Expenditures	4,392,935.81	7,347,444.29	2,954,508.48	1,695,281.63	7,529,418.35	5,834,136.72	22.52%

Data Source: APSCN documents

Financial Accountability Reporting
January 23, 2013

All Funds

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
32,548.73	4,373,095.26	4,373,073.38	32,570.61

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
32,570.61	8,561,448.16	8,578,346.99	15,671.78

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
15,671.78	8,474,545.00	8,473,276.00	16,940.78

FY 13 as of January 22, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
15,671.78	1,894,670.19	1,920,751.35	(10,409.38)

Revenue not posted as of January 22, 2013

Source: APSCN Documents

Arkansas Department of Education
Estem Elementary
Charter
Review Revenue

All Funds								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual	Annual	Budget	% of Budget
		as of 06/30/11	as of 06/30/12	2010-11 Actual	As of 01/22/2013	Budget	Balance	Expended
Revenue:								
15100	Interest on Investments	43.65	56.05	12.40	26.85	100.00	73.15	26.85%
16210	Student	39,108.70	56,489.60	17,380.90	0.00	56,500.00	56,500.00	0.00%
16215	A La Carte Income	1,812.10	3,030.47	1,218.37	0.00	3,000.00	3,000.00	0.00%
16220	Adult	1,285.50	645.10	(640.40)	0.00	650.00	650.00	0.00%
17220	Stdnt Spn Ssales - IE Candy	89,865.36	60,605.10	(29,260.26)	0.00	65,000.00	65,000.00	0.00%
19200	Private Contributions	0.00		0.00	214,447.15	580,500.00	366,052.85	36.94%
19510	Other LEA within State	424,228.58	550,957.88	126,729.30	0.00	0.00	0.00	0.00%
19800	Refunds of Prior YR Expen	599.75	0.00	(599.75)	0.00	0.00	0.00	0.00%
19900	Misc Rev From Local Sources	13,385.47	71,560.58	58,175.11	(2,381.96)	16,827.00	19,208.96	-14.16%
31450	Student Growth Funding		626,688.00	626,688.00	0.00	0.00	0.00	0.00%
31700	Charter School Funding	2,168,280.00	2,211,840.00	43,560.00	1,447,680.00	2,895,354.00	1,447,674.00	50.00%
31702	Enhanced ED	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
31900	Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
32250	Pathwise Mentoring	10,000.00	10,500.00	500.00	3,200.00	0.00	(3,200.00)	0.00%
32256	Professional Dev. ACT 59	14,890.00	15,257.00	367.00	20,046.00	19,866.00	(180.00)	100.91%
32310	Hand Child-Supv/Extend YR	1,478.19	1,960.00	481.81	0.00	1,894.00	1,894.00	0.00%
32355	Early Child Pilot Parent	0.00	19,399.00	19,399.00	0.00		0.00	0.00%
32371	Limited English Proficien	0.00	2,093.00	2,093.00	2,745.00	3,965.00	1,220.00	69.23%
32381	NSLA ACT 59	63,984.00	62,238.00	(1,746.00)	38,540.00	84,788.00	46,248.00	45.45%
32520	Matching State	908.90	1,108.30	199.40	1,149.95	1,100.00	(49.95)	104.54%
32990	Other State Grants/Aid	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
45110	ESEA CH1 Comp R 100-297	82,436.00	67,742.00	(14,694.00)	49,702.70	91,981.00	42,278.30	54.04%
45119	Title I - Part A-ARRA	35,217.00	0.00	(35,217.00)	0.00	0.00	0.00	0.00%
45124	ARRA Stabilization	43,236.05	0.00	(43,236.05)	0.00	0.00	0.00	0.00%
45129	Jobs Fund Revenue	69,475.00	2,448.00	(67,027.00)	0.00	0.00	0.00	0.00%
45510	4 Lunches-Type A	46,685.12	69,000.42	22,315.30	31,119.48	69,000.00	37,880.52	45.10%
45520	SL 11 Lunch-Free/Reduced	12,184.60	18,048.93	5,864.33	7,950.41	18,000.00	10,049.59	44.17%
45613	IDEA VIB Pass Through	54,598.00	80,940.00	26,342.00	67,578.55	115,200.00	47,621.45	58.66%
45910	Medicare Catastrophic COV	2,448.96	14,855.91	12,406.95	12,866.06	28,000.00	15,133.94	45.95%
45913	ARMAC Medicaid ADM Claim	12,374.70	25,412.14	13,037.44	0.00	36,000.00	36,000.00	0.00%
45925	Improving Teach Quality	4,509.00	1,663.00	(2,846.00)	0.00	0.00	0.00	0.00%
51400	Current Loans	0.00	75,000.00	75,000.00	0.00	0.00	0.00	0.00%
51999	Audit Adjustment for PRI	57,038.14	0.00	(57,038.14)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	1,123,022.49	2,300,069.68	1,177,047.19	0.00	1,491,286.00	1,491,286.00	0.00%
52201	Trans From 2001		2,211,840.00	2,211,840.00	0.00	2,895,534.00	2,895,534.00	0.00%
	Total Revenue	4,373,095.26	8,561,448.16	4,188,352.90	1,894,670.19	8,474,545.00	6,579,874.81	22.36%
All transfers included								
Revenue not up, new transfer (52201) causes to appear as increase								

Data Source: APSCN documents

Financial Accountability Reporting
January 23, 2013

Arkansas Department of Education
Estem Elemementary Charter
Review of Expenditures

ALL FUNDS								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual as of	Annual	Budget	% of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	2,010,988.61	2,585,473.41	574,484.80	1,291,118.44	2,485,969.00	1,194,850.56	51.94%
Other:								
63110	Staff Services	473.25	194.72	(278.53)	51.98	640.00	588.02	8.12%
63120	Mgmt Services-consulting	49,880.04	51,500.04	1,620.00	30,800.00	52,800.00	22,000.00	58.33%
63130	Board of Ed Services	423.30		(423.30)	0.00	0.00	0.00	0.00%
63210	Instructional	94,490.83	167,690.64	73,199.81	68,920.52	327,366.00	258,445.48	21.05%
63220	Substitutes	59,485.72	46,621.99	(12,863.73)	9,964.80	35,000.00	25,035.20	28.47%
63230	Consulting Educational	12,433.31	16,675.00	4,241.69	0.00	3,456.00	3,456.00	0.00%
63240	Assessment	0.00	5,743.41	5,743.41	9,800.00	8,560.00	(1,240.00)	114.49%
63310	CRT Prof Dev	72,094.00	33,307.82	(38,786.18)	9,207.00	48,000.00	38,793.00	19.18%
63410	Pupil Services - Pur SRVC	100,654.70	149,353.70	48,699.00	0.00	0.00	0.00	0.00%
63431	Audits	25,500.00	23,980.00	(1,520.00)	0.00	0.00	0.00	0.00%
63450	PS Prof Medical	2,000.00	490.75	(1,509.25)	1,645.17	720.00	(925.17)	228.50%
63460	PS Prof IT	1,910.00	0.00	(1,910.00)	0.00	0.00	0.00	0.00%
63490	PS Prof Other	398.23	52,177.42	51,779.19	31,071.34	61,600.00	30,528.66	50.44%
63590	PS Tech Other	29,727.51	44,866.00	15,138.49	23,995.00	41,600.00	17,605.00	57.68%
63900	Header PS P/T Other P/T	5,993.01	17,855.29	11,862.28	12,596.95	36,849.00	24,252.05	34.19%
63910	Other Prf/Tech Srvs	0.00	0.00	0.00	45,569.78	0.00	(45,569.78)	0.00%
64110	Water/Sewer	2,087.46	3,045.71	958.25	1,639.88	2,880.00	1,240.12	56.94%
64230	Custodial	43,082.43	61,685.58	18,603.15	21,021.42	52,000.00	30,978.58	40.43%
64310	Repairs	87,492.95	22,055.69	(65,437.26)	9,236.18	20,216.00	10,979.82	45.69%
64320	Tech Repairs & Maintenance	2,709.00	0.00	(2,709.00)	0.00	0.00	0.00	0.00%
64410	Land & Buildings	194,449.38	206,982.00	12,532.62	120,739.50	207,360.00	86,620.50	58.23%
64420	Equipment & Vehicles	2,241.14	630.00	(1,611.14)	0.00	8,400.00	8,400.00	0.00%
64430	PS Prof Rental Comp	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
64500	PPS Construction Services	0.00	0.00	0.00	15,750.00	20,000.00	4,250.00	78.75%
65190	From Other Sources	3,904.29	1,287.36	(2,616.93)	2,240.25	8,000.00	5,759.75	28.00%
65210	Property Insurance	23,407.66	31,337.90	7,930.24	33,973.73	33,920.00	(53.73)	100.16%
65230	Fidelity Bond Premiums	15.00	0.00	(15.00)	0.00	0.00	0.00	0.00%
65250	Accident Ins for Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65310	Telephone	15,009.74	39,877.65	24,867.91	20,713.17	32,474.00	11,760.83	63.78%
65320	Postage	556.25	1,191.31	635.06	172.89	960.00	787.11	18.01%
65330	Networking/Internet Services	0.00	0.00	0.00	35.52	0.00	(35.52)	0.00%
65400	Advertising	1,408.06	1,991.71	583.65	0.00	1,920.00	1,920.00	0.00%
65500	Printing & Binding	3,000.76	0.00	(3,000.76)	0.00	0.00	0.00	0.00%
65700	Food Svs management	116,193.80	147,408.10	31,214.30	0.00	148,250.00	148,250.00	0.00%
65810	Trvl-cert-In District	3,498.24	0.00	(3,498.24)	0.00	0.00	0.00	0.00%
65850	Trvl Cert Out State	0.00	1,695.00	1,695.00	0.00	0.00	0.00	0.00%
65890	PS Travel Lodging	1,153.71	0.00	(1,153.71)	0.00	0.00	0.00	0.00%
65910	Svs Purchased Locally	46,562.16	50,078.88	3,516.72	25,208.75	50,194.00	24,985.25	50.22%
66100	General Supplies	133,872.34	132,916.40	(955.94)	25,181.32	261,216.00	236,034.68	9.64%
66110	Act 756 Money	10,000.00	10,928.34	928.34	12,000.00	0.00	(12,000.00)	0.00%
66210	Natural Gas	724.77	1,134.27	409.50	294.29	1,280.00	985.71	22.99%
66220	Electricity	43,861.19	62,593.02	18,731.83	34,291.69	70,000.00	35,708.31	48.99%
66500	Techn Supplies	1,303.21	0.00	(1,303.21)	861.38	640.00	(221.38)	134.59%
66510	Software	4,375.84	0.00	(4,375.84)	2,556.09	9,204.00	6,647.91	27.77%
66520	Other	175.50	0.00	(175.50)	437.15	10,240.00	9,802.85	4.27%
66527	Tech Sup < $1000.00	0.00	0.00	0.00	0.00	21,000.00	21,000.00	0.00%
67340	Technology Hardware	0.00	0.00	0.00	0.00	11,000.00	11,000.00	0.00%
68100	Dues and Fees	6,163.45	13,051.22	6,887.77	4,519.67	4,292.00	(227.67)	105.30%
68300	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68600	Penalties	0.00	0.00	0.00	853.39	0.00	(853.39)	0.00%
68830	Property Tax	0.00	1,250.40	1,250.40	1,250.40	1,250.00	(0.40)	100.03%
68900	Misc Expenditures	36,350.05	4,366.58	(31,983.47)	3,033.70	7,200.00	4,166.30	42.13%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69310	To Salary Fund	1,109,846.61	1,604,916.42	495,069.81	0.00	1,491,286.00	1,491,286.00	0.00%
69320	To Operating Fund	0.00	695,153.26	695,153.26	0.00	0.00	0.00	0.00%
69321	Transfer From 2001	0.00	2,211,840.00	2,211,840.00	0.00	2,895,534.00	2,895,534.00	0.00%
69380	To Food Service Fund	13,175.88	0.00	(13,175.88)	0.00	0.00	0.00	0.00%
69400	Program Funding Return	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69900	Loan Payments To	0.00	75,000.00	75,000.00	50,000.00	0.00	(50,000.00)	0.00%
Total Other Exp.		2,362,084.77	5,992,873.58	3,630,788.81	629,632.91	5,987,307.00	5,357,674.09	10.52%
	Total Expenditures	4,373,073.38	8,578,346.99	4,205,273.61	1,920,751.35	8,473,276.00	6,552,524.65	22.67%

Data Sources: APSCN documents

Funds 1, 2, 4

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
4,079.74	3,861,354.01	3,863,385.33	2,048.42

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
2,048.42	8,159,459.19	8,158,788.34	2,719.27

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
2,719.27	7,990,114.00	7,988,845.00	3,988.27

FY13 as of January 22, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
2,719.27	1,724,303.04	1,769,186.10	(42,163.79)

Note: As of January 22, 2013 no revenue posted but payroll expenditures run. Normal to see this at this point during month.

Arkansas Department of Education
Estem Elementary
Charter
Review Revenue

Funds 1,2,4								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/22/2013	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	43.65	56.05	12.40	26.85	100.00	73.15	26.85%
19200	Private Contributions	0.00	0.00	0.00	214,447.15	580,500.00	366,052.85	36.94%
19510	Other LEA within State	424,228.58	550,957.88	126,729.30	0.00	0.00	0.00	0.00%
19800	Refunds of Prior YR Expen	599.75	0.00	(599.75)	0.00	0.00	0.00	0.00%
19900	Misc Rev From Local Sources	13,385.47	71,560.58	58,175.11	(2,381.96)	16,827.00	19,208.96	-14.16%
31450	Student Growth Funding	0.00	626,688.00	626,688.00	0.00	0.00	0.00	0.00%
31700	Charter School Funding	2,168,280.00	2,211,840.00	43,560.00	1,447,680.00	2,895,354.00	1,447,674.00	50.00%
32250	Pathwise Mentoring	10,000.00	10,500.00	500.00	3,200.00	0.00	(3,200.00)	0.00%
32256	Professional Dev. ACT 59	14,890.00	15,257.00	367.00	20,046.00	19,866.00	(180.00)	100.91%
32310	Hand Child-Supv/Extend YR	1,478.19	1,960.00	481.81	0.00	1,894.00	1,894.00	0.00%
32355	Early Child Pilot Parent	0.00	19,399.00	19,399.00	0.00	0.00	0.00	0.00%
32371	Limited English Proficien	0.00	2,093.00	2,093.00	2,745.00	3,965.00	1,220.00	69.23%
32381	NSLA ACT 59	63,984.00	62,238.00	(1,746.00)	38,540.00	84,788.00	46,248.00	45.45%
51400	Current Loans	0.00	75,000.00	75,000.00	0.00	0.00	0.00	0.00%
51999	Audit Adjustment for PRI	54,617.76	0.00	(54,617.76)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	1,109,846.61	2,300,069.68	1,190,223.07	0.00	1,491,286.00	1,491,286.00	0.00%
52201	Trans From 2001	0.00	2,211,840.00	2,211,840.00	0.00	2,895,534.00	2,895,534.00	0.00%
	Total Revenue	3,861,354.01	8,159,459.19	4,298,105.18	1,724,303.04	7,990,114.00	6,265,810.96	21.58%

Arkansas Department of Education
Estem Elementary Charter
Review of Expenditures

FUNDS 1, 2, 4								
		Actual	Actual	2011-12 Actual		2012-13	2012-13	2012-13
		2010-11	2011-12	compared to	Actual as of	Annual	Budget	% of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/22/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	1,891,900.68	2,542,230.09	650,329.41	1,234,009.41	2,485,969.00	1,251,959.59	49.64%
Other:								
63110	Staff Services	473.25	194.72	0	51.98	640.00	588.02	8.12%
63120	Mgmt Services-consulting	49,880.04	51,500.04	1,620.00	30,800.00	52,800.00	22,000.00	58.33%
63130	Board of Ed Services	423.30	0.00	(423.30)	0.00	0.00	0.00	0.00%
63210	Instructional	56,718.19	53,913.19	(2,805.00)	(14,090.53)	160,902.00	174,992.53	-8.76%
63220	Substitutes	39,921.24	46,621.99	6,700.75	9,964.80	35,000.00	25,035.20	28.47%
63230	Consulting Educational	3,223.31	14,278.56	11,055.25	0.00	0.00	0.00	0.00%
63240	Assessment		1,200.00	1,200.00	0.00	0.00	0.00	0.00%
63310	CRT Prof Dev	69,475.00	15,563.00	(53,912.00)	9,207.00	30,000.00	20,793.00	30.69%
63410	Pupil Services - Pur SRVC	22,201.27	147,690.70	125,489.43	0.00	0.00	0.00	0.00%
63431	Audits	25,500.00	23,980.00	(1,520.00)	0.00	0.00	0.00	0.00%
63460	PS Prof IT	1,910.00	0.00	(1,910.00)	0.00	0.00	0.00	0.00%
63490	PS Prof Other	398.23	52,177.42	51,779.19	31,071.34	61,600.00	30,528.66	50.44%
63590	PS Tech Other	29,727.51	44,866.00	15,138.49	23,995.00	41,600.00	17,605.00	57.68%
63900	Header PS P/T Other P/T	5,993.01	17,855.29	11,862.28	12,596.95	36,849.00	24,252.05	34.19%
63910	Other Prf/Tech Srvs	0.00	0.00	0.00	45,569.78	0.00	(45,569.78)	0.00%
64110	Water/Sewer	2,087.46	3,045.71	958.25	1,639.88	2,880.00	1,240.12	56.94%
64230	Custodial	43,082.43	61,685.58	18,603.15	21,021.42	52,000.00	30,978.58	40.43%
64310	Repairs	87,492.95	22,055.69	(65,437.26)	9,236.18	20,216.00	10,979.82	45.69%
64320	Tech Repairs & Maintenance	2,709.00	0.00	(2,709.00)	0.00	0.00	0.00	0.00%
64410	Land & Buildings	194,449.38	206,982.00	12,532.62	120,739.50	207,360.00	86,620.50	0.00%
64420	Equipment & Vehicles	2,241.14	630.00	(1,611.14)	0.00	8,400.00	8,400.00	0.00%
64500	PPS Construction Services	0.00	0.00	0.00	15,750.00	20,000.00	4,250.00	78.75%
65190	From Other Sources	3,904.29	1,287.36	(2,616.93)	2,240.25	8,000.00	5,759.75	28.00%
65210	Property Insurance	23,407.66	31,337.90	7,930.24	33,973.73	33,920.00	(53.73)	100.16%
65230	Fidelity Bond Premiums	15.00	0.00	(15.00)	0.00	0.00	0.00	0.00%
65250	Accident Ins for Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65310	Telephone	15,009.74	39,877.65	24,867.91	20,713.17	32,474.00	11,760.83	63.78%
65320	Postage	556.25	1,191.31	635.06	172.89	960.00	787.11	18.01%
65330	Networking/Internet Services	0.00	0.00	0.00	35.52	0.00	(35.52)	0.00%
65400	Advertising	1,408.06	1,991.71	583.65	0.00	1,920.00	1,920.00	0.00%
65500	Printing & Binding	3,000.76	0.00	(3,000.76)	0.00	0.00	0.00	0.00%
65700	Food Svs management	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65810	Trvl-cert-In District	298.20	0.00	(298.20)	0.00	0.00	0.00	0.00%
65910	Svs Purchased Locally	46,562.16	50,078.88	3,516.72	25,208.75	50,194.00	24,985.25	50.22%
66100	General Supplies	14,189.32	46,320.04	32,130.72	25,181.32	122,235.00	97,053.68	20.60%
66110	Act 756 Money	10,000.00	10,928.34	928.34	12,000.00	0.00	(12,000.00)	0.00%
66210	Natural Gas	724.77	1,134.27	409.50	294.29	1,280.00	985.71	22.99%
66220	Electricity	43,861.19	62,593.02	18,731.83	34,291.69	70,000.00	35,708.31	48.99%
66500	Techn Supplies	1,303.21	0.00	(1,303.21)	861.38	640.00	(221.38)	134.59%
66510	Software	4,375.84	0.00	(4,375.84)	2,556.09	9,204.00	6,647.91	27.77%
66520	Other	175.50	0.00	(175.50)	437.15	10,240.00	9,802.85	4.27%
66527	Tech Sup < $1000.00	0.00	0.00	0.00	0.00	21,000.00	21,000.00	0.00%
67340	Technology Hardware	0.00	0.00	0.00	0.00	11,000.00	11,000.00	0.00%
68100	Dues and Fees	5,413.45	13,051.22	7,637.77	4,519.67	4,292.00	(227.67)	105.30%
68300	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68600	Penalties	0.00	0.00	0.00	853.39	0.00	(853.39)	0.00%
68830	Property Tax	0.00	1,250.40	1,250.40	1,250.40	1,250.00	(0.40)	100.03%
68900	Misc Expenditures	36,350.05	4,366.58	(31,983.47)	3,033.70	7,200.00	4,166.30	42.13%
69100	Redemption of Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69310	To Salary Fund	1,109,846.61	1,604,916.42	495,069.81	0.00	1,491,286.00	1,491,286.00	0.00%
69320	To Operating Fund	0.00	695,153.26	695,153.26	0.00	0.00	0.00	0.00%
69321	Transfer From 2001	0.00	2,211,840.00	2,211,840.00	0.00	2,895,534.00	2,895,534.00	0.00%
69380	To Food Service Fund	13,175.88	0.00	(13,175.88)	0.00	0.00	0.00	0.00%
69400	Program Funding Return	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69900	Loan Payments To	0.00	75,000.00	75,000.00	50,000.00	0.00	(50,000.00)	0.00%
Total Other Exp.		1,971,484.65	5,616,558.25	3,645,073.60	535,176.69	5,502,876.00	4,967,699.31	9.73%
	Total Expenditures	3,863,385.33	8,158,788.34	4,295,403.01	1,769,186.10	7,988,845.00	6,219,658.90	22.15%

Data Sources: APSCN documents

2012-2013 Renewal Cycle

ADE Review and Applicant Responses

eSTEM Public Charter Schools
Little Rock, Arkansas

Arkansas Department of Education Open-Enrollment Public Charter School Renewal Application Evaluation Framework

Name of School: **ESTEM PUBLIC CHARTER SCHOOLS**

DOCUMENTATION FROM THE GOVERNING BOARD OF THE SPONSORING ENTITY

Applicant provides documentation that the governing board has voted to approve this application for renewal.

Evaluation Criteria:
A response that is fully responsive will include:

- Minutes (may be draft minutes) of the public meeting where the vote was taken by the governing board of the sponsoring entity to seek renewal; and
- A resolution signed and dated by all board members who voted in favor of submitting the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:
A response that is fully responsive will include **Attachment 1- Contact Information Form** with the following:

- The names of the sponsoring entity and charter school;
- Complete contact information for the school principal/director and board chair;
- The dated signature of the board chair;
- The number of years requested for renewal ,that does not exceed 20; and
- Date of the school's governing board's approval of the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION I: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:
A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes the successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION II, 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 school board members;
- An explanation of the authority of the charter school board; and
- An explanation of the responsibilities of the charter school board.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION II, PARTS B AND C: DISCLOSURES

Applicants are requested to disclose any potential conflicts of interest affecting administrators and members of the charter school's governing board.

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
- **Attachment 2 – Relationship Disclosure Form** which includes an itemization of each family relationship between any member of the charter school's governing board and the employees of the charter school.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION III, PART A: CURRENT PERFORMANCE GOALS

Applicants are requested to list each of the charter's current student academic performance goals and provide supporting documentation, including relevant assessment data, with a narrative description of the charter's progress in achieving each goal.

Evaluation Criteria:
A response that is fully responsive will include:

- An itemization of each and every current student academic performance goal;
- Supporting data that documents the charter's progress in achieving each goal; and
- A narrative description of the charter's progress in achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
For Goal 1 B, provide the evidence that, during the first three years of operation, 20% of students within each subgroup who score at the basic or below basic level advanced to at least the proficient level each year. **Discuss the ways in which the results of NWEA assessments, discussed in Section IV, Part B, were used to identify the strengths and weaknesses of the program.** **Discuss the ways in which the results from the Plato Learning Environment, conducted at the beginning of the school year and repeated as frequently as the teacher deems necessary, were used to identify the strengths and weaknesses of the program.** **Provide progress for 2008-09 and 2009-10 on the state norm referenced assessment.**	

SECTION III, Part A: Current Performance Goals

Partially Responsive

Comment Requiring a Response:

For Goal 1 B, provide the evidence that, during the first three years of operation, 20% of students within each subgroup who score at the basic or below basic level advanced to at least the proficient level each year.

Response:

The following charts reflect the number of students who scored at the Basic or Below Basic level on state-mandated criterion-referenced benchmark assessments in the years 2009, 2010, 2011, and 2012 for eStem Elementary and eStem Middle Schools. Students at these schools participate in an annual benchmark assessment in grades 3 -8; therefore, it is possible to make year-to-year comparisons. Students were identified in the 2009 baseline year as scoring at the Basic or Below Basic level. The scores for those students were then compared to the performance of those same students on the benchmark assessments in each successive year to determine the number of the students who were still scoring at a Basic or Below Basic level each year.

ESTEM ELEMENTARY:

Subject – Subgroup Population	#of Students scoring Basic/Below Basic in 2009	#of Students scoring Basic/Below Basic in 2010	% Change from 2009 to 2010	#of Students scoring Basic/Below Basic in 2011	% Change from 2010 to 2011	#of Students scoring Basic/Below Basic in 2012	% Change from 2011 to 2012	% Change from 2009 to 2012
Literacy-Combined Population	53	42	21%	34	19%	30	12%	43%
Literacy-Economically Disadvantaged	33	25	24%	22	12%	19	14%	43%
Mathematics – Combined Population	39	32	18%	29	9%	26	10%	33%
Mathematics – Economically Disadvantaged	22	20	9%	18	10%	16	11%	27%

ESTEM MIDDLE:

Subject-Subgroup Population	#of Students scoring Basic/Below Basic in 2009	#of Students scoring Basic/Below Basic in 2010	% Change from 2009 to 2010	#of Students scoring Basic/Below Basic in 2011	o/o Change from 2010 to 2011	#of Students scoring Basic/Below Basic in 2012	% Change from 2011 to 2012	o;o Change from 2009 to 2012
Literacy-Combined Population	81	73	10%	68	7%	58	15%	28%
Literacy – Economically Disadvantaged	43	38	12%	34	11%	27	20%	38%
Mathematics – Combined Population	129	120	7%	110	8%	96	13%	26%
Mathematics – Economically Disadvantaged	64	58	10%	53	9%	47	11%	26%

Narrative description of progress toward goal:

As you can see from the charts above, the eStem schools are making steady progress toward reducing the number of students scoring at the Basic or Below Basic level on state-mandated criterion-referenced assessments. While the reductions have fallen below the 20% goal several years, we have seen a continual decrease in the numbers of students scoring below Proficient each year.

Literacy: The 20% reduction target was met for eStem Elementary School in the area of literacy in 2010 for both the Combined Population and the Economically-Disadvantaged subgroup of students. In the most recent year (2012), eStem Middle School met the 20% reduction target for the Economically-Disadvantaged subgroup in the area of literacy. The annual reduction ranged from 12% to 24% at eStem Elementary and from 10% to 20% at eStem Middle School. Overall reductions over the period from 2009 to 2012 were 43% for both the Combined Population and Economically-Disadvantaged subgroup. Reductions for the period from 2009 to 2012 were 28% for the Combined Population and 38% for the Economically-Disadvantaged subgroup in the middle school. These numbers indicate tremendous progress in moving students from Below Basic and Basic performance to at least a Proficient level.

Mathematics: In the area of mathematics, reductions have fallen below the 20% target; however, both eStem Elementary and eStem Middle have seen decreases in the number of students scoring Basic or Below Basic on the state-mandated criterion-referenced exams each year. The annual reductions ranged from 6% to 18% at eStem Elementary and from 7% to 13% at eStem Middle. Although a 20% level of reduction each year was not achieved, the schools have shown steady progress in reducing students scoring below grade level on the assessments. When examining the period from 2009 to 2012, eStem Elementary reduced the number of students scoring below grade level by 33% for the Combined Population and 27% for Economically-Disadvantaged students. In the middle school, for the same period, the reductions were 26% for both groups. These numbers indicate we are making steady progress in moving students from Below Basic and Basic performance to at least a Proficient level.

Comment Requiring a Response:

Discuss the ways in which the results of NWEA assessments, discussed in Section IV, Part B were used to identify the strengths and weaknesses of the program.

Response:

The NWEA test results are used to assess student performance levels on items correlated to the standards being taught in the classroom. Data is obtained on each individual student, class, and grade level. These results are used to evaluate the effectiveness of the instructional staff, methods and materials.

- Performance for students at eStem is compared to performance of the national norm group using Rasch Unit (RIT) scores which make it possible to document student growth.
- Growth goals are set for individual students for the school year based on historical data related to growth for similar students (grade and performance level).
- Instructional approaches and content are adjusted by the classroom teachers based on the data obtained from these periodic assessments.
- The instructional team analyzes the data for each class, grade level, and school to determine patterns of success and/or lack of growth for students. These analyses are included as a component in determining renewal for teachers for the next school year.
- Professional development offerings are determined and implemented for teachers using the results of NWEA assessments on an individual, small group, or school-wide basis.
- An intervention program is implemented for students scoring below grade level based on the specific individual needs of each student as identified using NWEA assessment data.

Comment Requiring a Response:

Discuss the ways in which the results from the Plato Learning Environment, conducted at the beginning of the school year and repeated as frequently as the teacher deems necessary, were used to identify the strengths and weaknesses of the program.

Response:

Plato Learning Environment courseware is designed for secondary on-line course offerings. Plato Learning Environment was included in the initial charter applications for eStem Elementary and eStem Middle Schools in error.

After the initial charters were approved in December of 2007, a number of technical corrections were submitted to and approved by the State Board of Education on June 9, 2008. Among the approved amendments for eStem High was a revised "program evaluation" system. As stated in the amendment document, the revised program evaluation system included the following components: "NWEA as primary assessment", "results of criterion-referenced assessments", and "a combination of teacher-made ongoing formal and informal assessments."

Plato Learning was mentioned in the initial charter applications as a component of the Murphy Commission Model; however, the amendments approved by SBE on June 9, 2008 clearly state that "The Murphy Commission Model will not be used."

Attachment A- Charter Implementation Update containing amendments submitted to ADE on May 28, 2008

Attachment B -Minutes from the State Board of Education on June 9, 2008 containing documentation of SBE approval of charter amendments

Attachment C – Overview of Plato Courseware

Comment Requiring a Response:

Provide progress for 2008-2009 and 2009-2010 on the state norm referenced assessment.

Response:

Comparisons of data from the years 2008-2009 and 2009-2010 for Arkansas students and students continuously enrolled at eStem for the 2008-2009 and 2009-2010 school years are found in the tables below.

STUDENTS ENROLLED AT ESTEM (2008-2009 and 2009-2010)

Grade LevellArea Assessed	Average NPR for 2008-2009	Grade Level/Area Assessed	Average NPR for 2009-2010	Change in AverageNPR (2009-2010 vs. 2008-2009)
3rd Reading	47	4th Reading	78	+31
3rd Math	62	4th Math	77	+15
4th Reading	59	5th Reading	64	+5
4th Math	63	5th Math	63	0
5th Reading	63	6th Reading	64	+1
5th Math	66	6th Math	79	+13
6th Reading	46	7th Reading	66	+20
6th Math	57	7th Math	73	+16
7th Reading	56	gth Reading	69	+13
7th Math	61	gth Math	75	+14
gth Reading	67	9th Reading	69	+2
gth Math	46	9th Math	58	+12

STUDENTS ENROLLED IN ARKANSAS PUBLIC SCHOOLS

Grade Level/Area Assessed	Average NPR for 2008-2009	Grade Level/Area Assessed	Average NPR for 2009-2010	Change **in** AverageNPR (2009-2010 vs. 2008-2009)
3rd Reading	43	4th Reading	72	+29
3rd Math	58	4th Math	72	+14
4th Reading	61	5th Reading	66	+5
4th Math	68	5th Math	67	**-1**
5th Reading	53	6th Reading	54	**-1**
5th Math	60	6th Math	71	+11
6th Reading	44	7th Reading	63	+19
6th Math	65	7th Math	66	+1
7th Reading	51	8th Reading	63	+12
7th Math	58	8th Math	74	+16
8th Reading	50	9th Reading	46	-4
8th Math	66	9th Math	67	**+1**

COMPARISON OF CHANGE IN AVERAGE NPR

STUDENTS ENROLLED AT ESTEM (2008-2009 and 2009-2010) VS. STUDENTS ENROLLED IN ARKANSAS PUBLIC SCHOOLS

Grade LeveVArea Assessed	Change in eStem Student Performance	Change in Arkansas Student Performance	Difference
3rd to 4th grade Reading	+31	+29	eStem +2
3rd to 4th grade Math	+15	+14	eStem +1
4th to 5th grade Reading	+5	+5	No difference
4th to 5th grade Math	0	-1	eStem +1
5th to 6th grade Reading	+1	-1	eStem +2
5th to 6th grade Math	+13	+11	eStem +2
6th to 7th grade Reading	+20	+19	eStem +1
6th to 7th grade Math	+16	+1	eStem +15
7th to 8th grade Reading	+13	+12	eStem +1
7th to 8th grade Math	+14	+16	AR+2
8th to 9th grade Reading	+2	-4	eStem +6
8th to 9th grade Math	+12	+1	eStem +11

SECTION III, PART B: NEW PERFORMANCE GOALS

Applicants are requested to list new student academic achievement performance goals that the charter wishes to add during the renewal contract period and to document the ways in which the charter will measure its progress toward achieving each goal.

Evaluation Criteria:
A response that is fully responsive will include:
- 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	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Identify yearly AMO goals for the length of the renewal period. **Any changes to goals will require amendment by the SBE.**	**Page 34**

SECTION IV, PART A: NARRATIVE ON ACADEMIC PERFORMANCE TEST DATA

Applicants are requested to review the testing data summary furnished by the ADE and describe the ways in which the data support the charter's current academic goals.

Evaluation Criteria:
A response that is fully responsive will include:
- **Attachment 3 - 2008-2012 testing data summary** provided by ADE staff; and
- A narrative describing the ways in which the testing data support the charter's current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
The test data comparison provided by the ADE was compiled based on a true grade level comparison between the local district and eSTEM. Provide the requested narrative on Academic Performance Test Data.	**Page 36**

SECTION III, Part B: New Performance Goals

Partially Responsive

Comment Requiring a Response:

Identify yearly AMO goals for the length of the renewal period.

Response:

Yearly AMO GOALS for the three eStem Schools have been set by ADE for the period from 2012 to 2017 as follows:

ESEAAMOs
ESTEM ELEMENTARY CHARTER

6045701
Literacy Performance

Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	158	78.48	80.27	82.07	83.86	85.65	87.45	89.24
Targeted Achievement Gap Group	64	65.63	68.49	71.36	74.22	77.09	79.95	82.82
African American	76	65.79	68.64	71.49	74.34	77.19	80.04	82.90
Hispanic	9	77.78	79.63	81.48	83.34	85.19	87.04	88.89
Caucasian	66	90.91	91.67	92.43	93.18	93.94	94.70	95.46
Economically Disadvantaged	56	64.29	67.27	70.24	73.22	76.19	79.17	82.15
English Learners	4	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Students with Disabilities	11	54.55	58.34	62.13	65.91	69.70	73.49	77.28

ESEAAMOs
ESTEM ELEMENTARY CHARTER

6045701
Literacy Growth

Group	Total Number with a Growth Trajectory in Lit, Year 2011	Percent Making Growth in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	78	91.03	91.78	92.53	93.27	94.02	94.77	95.52
Targeted Achievement Gap Group	33	84.85	86.11	87.38	88.64	89.90	91.16	92.43
African American	36	88.89	89.82	90.74	91.67	92.59	93.52	94.45
Hispanic	5	80.00	81.67	83.33	85.00	86.67	88.33	90.00
Caucasian	34	94.12	94.61	95.10	95.59	96.08	96.57	97.06
Economically Disadvantaged	29	82.76	84.20	85.63	87.07	88.51	89.94	91.38
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	4	100.00	100.00	100.00	100.00	100.00	100.00	100.00

ESEAAMOs
ESTEM ELEMENTARY CHARTER

6045701

Math Performance

Group	Total Number Attempting Math, Year 2011	Percent Proficient in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	158	81.65	83.18	84.71	86.24	87.77	89.30	90.83
Targeted Achievement Gap Group	64	70.31	72.78	75.26	77.73	80.21	82.68	85.16
African American	76	65.79	68.64	71.49	74.34	77.19	80.04	82.90
Hispanic	9	77.78	79.63	81.48	83.34	85.19	87.04	88.89
Caucasian	66	98.48	98.61	98.73	98.86	98.99	99.11	99.24
Economically Disadvantaged	56	67.86	70.54	73.22	75.90	78.57	81.25	83.93
English Learners	4	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Students with Disabilities	11	63.64	66.67	69.70	72.73	75.76	78.79	81.82

ESEAAMOs
ESTEM ELEMENTARY CHARTER

6045701

Math Growth

Group	Total Number with a Growth Trajectory in Math, Year 2011	Percent Making Growth in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	78	69.23	71.79	74.36	76.92	79.49	82.05	84.62
Targeted Achievement Gap Group	33	54.55	58.34	62.13	65.91	69.70	73.49	77.28
African American	36	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Hispanic	5	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Caucasian	34	82.35	83.82	85.29	86.76	88.23	89.70	91.18
Economically Disadvantaged	29	51.72	55.74	59.77	63.79	67.81	71.84	75.86
English Learners	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Students with Disabilities	4	50.00	54.17	58.33	62.50	66.67	70.83	75.00

ESEAAMOs
ESTEM MIDDLE SCHOOL

6046702

Literacy Performance

Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	488	72.34	74.65	76.95	79.26	81.56	83.87	86.17
Targeted Achievement Gap Group	168	57.74	61.26	64.78	68.31	71.83	75.35	78.87
African American	245	64.90	67.83	70.75	73.68	76.60	79.53	82.45
Hispanic	21	47.62	51.99	56.35	60.72	65.08	69.45	73.81
Caucasian	193	83.42	84.80	86.18	87.57	88.95	90.33	91.71
Economically Disadvantaged	155	59.35	62.74	66.13	69.51	72.90	76.29	79.68
English Learners	6	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Students with Disabilities	19	15.79	22.81	29.83	36.84	43.86	50.88	57.90

ESEAAMOs
ESTEM MIDDLE SCHOOL

6046702

Literacy Growth

Group	Total Number with a Growth Trajectory in Lit, Year 2011	Percent Making Growth in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	464	70.69	73.13	75.58	78.02	80.46	82.90	85.35
Targeted Achievement Gap Group	161	60.25	63.56	66.88	70.19	73.50	76.81	80.13
African American	238	64.71	67.65	70.59	73.53	76.47	79.41	82.36
Hispanic	17	52.94	56.86	60.78	64.71	68.63	72.55	76.47
Caucasian	181	79.01	80.76	82.51	84.26	86.01	87.76	89.51
Economically Disadvantaged	150	60.67	63.95	67.23	70.50	73.78	77.06	80.34
English Learners	6	66.67	69.45	72.23	75.00	77.78	80.56	83.34
Students with Disabilities	16	18.75	25.52	32.29	39.06	45.83	52.60	59.38

ESEAAMOs
ESTEM MIDDLE SCHOOL

6046702

Math Performance

Group	Total Number Attempting Math, Year 2011	Percent Proficient in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	657	73.21	75.44	77.68	79.91	82.14	84.37	86.61
Targeted Achievement Gap Group	207	58.45	61.91	65.38	68.84	72.30	75.76	79.23
African American	319	63.64	66.67	69.70	72.73	75.76	78.79	81.82
Hispanic	27	44.44	49.07	53.70	58.33	62.96	67.59	72.22
Caucasian	273	85.35	86.57	87.79	89.01	90.23	91.45	92.68
Economically Disadvantaged	191	60.21	63.53	66.84	70.16	73.47	76.79	80.11
English Learners	7	28.57	34.52	40.48	46.43	52.38	58.33	64.29
Students with Disabilities	21	33.33	38.89	44.44	50.00	55.55	61.11	66.67

ESEAAMOs
ESTEM MIDDLE SCHOOL

6046702

Math Growth

Group	Total Number with a Growth Trajectory in Math, Year 2011	Percent Making Growth in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	464	64.44	67.40	70.37	73.33	76.29	79.26	82.22
Targeted Achievement Gap Group	161	47.83	52.18	56.53	60.87	65.22	69.57	73.92
African American	238	52.52	56.48	60.43	64.39	68.35	72.30	76.26
Hispanic	17	47.06	51.47	55.88	60.30	64.71	69.12	73.53
Caucasian	181	79.56	81.26	82.97	84.67	86.37	88.08	89.78
Economically Disadvantaged	150	48.67	52.95	57.23	61.50	65.78	70.06	74.34
English Learners	6	50.00	54.17	58.33	62.50	66.67	70.83	75.00
Students with Disabilities	16	25.00	31.25	37.50	43.75	50.00	56.25	62.50

ESEAAMOs
ESTEM HIGH SCHOOL

6047700

Literacy Performance

Group	Total Number Attempting Literacy, Year 2011	Percent Proficient in Literacy, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	79	74.68	76.79	78.90	81.01	83.12	85.23	87.34
Targeted Achievement Gap Group	31	64.52	67.48	70.43	73.39	76.35	79.30	82.26
African American	35	68.57	71.19	73.81	76.43	79.05	81.67	84.29
Hispanic	10	70.00	72.50	75.00	77.50	80.00	82.50	85.00
Caucasian	31	80.65	82.26	83.88	85.49	87.10	88.71	90.33
Economically Disadvantaged	29	62.07	65.23	68.39	71.55	74.71	77.87	81.04
English Learners	3	0.00	8.33	16.67	25.00	33.33	41.67	50.00
Students with Disabilities	2	100.00	100.00	100.00	100.00	100.00	100.00	100.00

ESEAAMOs
ESTEM HIGH SCHOOL

6047700

Math Performance

Group	Total Number Attempting Math, Year 2011	Percent Proficient in Math, Year 2011	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	163	50.92	55.01	59.10	63.19	67.28	71.37	75.46
Targeted Achievement Gap Group	54	29.63	35.49	41.36	47.22	53.09	58.95	64.82
African American	74	32.43	38.06	43.69	49.32	54.95	60.58	66.22
Hispanic	17	41.18	46.08	50.98	55.89	60.79	65.69	70.59
Caucasian	54	70.37	72.84	75.31	77.78	80.25	82.72	85.19
Economically Disadvantaged	49	30.61	36.39	42.18	47.96	53.74	59.52	65.31
English Learners	3	0.00	8.33	16.67	25.00	33.33	41.67	50.00
Students with Disabilities	8	37.50	42.71	47.92	53.13	58.33	63.54	68.75

Comment Requiring a Response:

Any changes to goals will require amendment by the SBE.

Response:

The School acknowledges that any changes to the goals will require amendment by the SBE. The School is simply acknowledging that changes to the testing and accountability system by ADE are likely during the life of the renewal period and wants to ensure the SBE understands that changes to the system will result in a request to change the goals.

SECTION IV, Part A: Narrative on Academic Performance Test Data

Partially Responsive

Comment Requiring a Response:

The test data comparison provided by the ADE was compiled based on a true grade level comparison between the local district and eSTEM. Provide the requested narrative on Academic Performance Test Data.

Response:

The Schools appreciate this clarification on the data. The following narrative was included in the initial renewal application regarding the data as presented.

Literacy- Overall performance measures on the state-mandated criterion-referenced assessments indicate that progress has been made at all three levels (elementary, middle, and high). Scores have improved from the baseline year in the elementary school from 66.9% to 76.4% proficient/advanced (P/A), in the middle school from 77.2% to 86.5% *PIA* and in the high school from 74.7% to 82.3% *PIA.*

Literacy performance for the economically-disadvantaged subgroup has also indicated strong growth. Scores have improved from the baseline year in the elementary school from 52.9% to 67.2% *PIA,* in the middle school from 64.8% to 75.9% *PIA,* and in the high school from 62.1% to 72.4% *PIA.*

As literacy serves as the basis for the ability to succeed in all content areas, we have placed a great focus on ensuring that our students develop strong reading and writing skills during the initial charter period. These efforts continue to result in gains for our students. Our performance with economically-disadvantaged students outpaces the comparison district at all levels with the largest gaps found at the middle school (14.8% higher) and high school (26.3% higher) We believe the results in literacy indicate tremendous progress toward achieving our goals.

Mathematics - Overall performance measures on state-mandated criterion-referenced assessments indicate that progress has been made at the elementary and high school levels, while growth has been minimal at the middle school level on the benchmark exams. Scores have improved from the baseline year in the elementary school from 75.6% to 81.5% *PIA* and in the middle school from 71.7% to 72.1% *PIA* on the benchmark exams. Mathematics performance for the economically-disadvantaged subgroup has indicated slight growth at the elementary level (from 67.6% to 68.8% PIA) with a decline at the middle level (from 60.2% to 53.8% PIA).

Performance on the EOC Algebra 1 exam for the combined population indicated extraordinary growth at both the middle and high school levels. At the middle school, scores on the EOC Algebra 1 exam have improved from 64.2% *PIA* in the baseline year to 89.9% *PIA* in 2012. Scores at the high school level have improved from 66.7% to 85.2% *PIA* when comparing the initial opening year to 2012; however, when considering the "new school" status granted the high school by ADE in 2011, scores have improved from 37.8% in the baseline year to 85.2% *PIA* in 2012. This improvement is also evidenced in the scores for the economically-disadvantaged subpopulation where middle school scores improved from 50% to 86.7% *PIA* while high school scores improved from 18.2% to 83.3% *PIA.*

Performance on the EOC Geometry exam indicates continued exceptional performance for the combined population at the middle school level where scores have improved slightly from 91.3% *PIA* in the baseline year to 92.4% *PIA* in 2012. Scores in the high school have shown a decline from the baseline year of 53.5% in 2011 to 50.8% *PIA* in 2012. While the overall performance for the combined population in the high school has not been as strong, improvement from 2011 to 2012 was shown in the economically-disadvantaged subgroup as scores improved from 31.6% *PIA* to 42.9% *PIA.*

While our performance in the area of mathematics on the benchmark exams continues to outpace the comparison district for the economically-disadvantaged subgroup in the elementary school (5.1% higher) and in the middle school (6.5% higher), we believe these gaps will be maintained with an improved quality of mathematics instruction.

Science - While these are not considered "high stakes" exams, we believe science instruction is a critical component of a well-rounded instructional program, thus we begin hands-on science lab work in kindergarten. Performance on the science benchmark exams in grades 5 & 7 indicate strong growth from the baseline year to 2012. For the combined population, scores rose from 38.6% *PIA* to 61.7% *PIA.* These same gains were evidenced in the performance of the economically-disadvantaged subgroup where scores increased from 16.5% to 39.8% *PIA.*

At the high school level, students completed the EOC biology exam. Performance for the combined population improved slightly from 27.5% in 2011 to 29% in 2012, and for the economically-disadvantaged subgroup from 18.2% to 20.5%.

When the scores for eStem students are matched with the comparison district, eStern students outpace the performance for the comparison group in the combined population (34.8% higher) and in the economically-disadvantaged subgroup (24.2% higher). We will continue to focus our efforts on increasing the quantity and quality of instructional time spent in hands-on science work.

SECTION IV, PART B: ADDITIONAL ASSESSMENTS (IF APPLICABLE)

Applicants are requested to provide other data used by the charter to measure academic performance and to describe the ways in which the data supports the charter's current academic goals.

Evaluation Criteria:
A response that is fully responsive will include the following:

- **Attachment 3-A** which includes the specific data, other than data on file at the ADE, used by the charter to measure student academic performance during the current contractual period **or a statement that no additional data were used**; and
- A narrative description of the ways in which the data support the charter's academic goals that were approved by the State Board.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION V: FINANCE

Applicants are requested to list and discuss corrective actions for any findings in the financial audit reports prepared during the current contractual period.

Evaluation Criteria:
A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Information on Pages 44-45 indicates that the segregation of duties problem, identified in the 2009-2010 audit, were corrected on July 1, 2010, in the same manner as described on Page 44 for correcting the segregation of duties problem also identified in the 2010-2011 audit. If the problem was corrected on July 1, 2010, explain why there continued to be a problem in 2010-2011 and the reason for stating under the 2011 finding of segregation of duties that the issue was not corrected until July 1, 2012. **Explain if the statement under the 2008-2009 audit finding discussion about segregation of duties is accurate when it states that the problem was corrected on July 1, 2010.**	

Response:

Information on Pages 44-45 indicates that the segregation of duties problem, identified in the 2009-2010 audit, were corrected on July 1, 2010, in the same manner as described on Page 44 for correcting the segregation of duties problem also identified in the 2010-2011 audit. If the problem was corrected on July 1, 2010, explain why there

continued to be a problem in 2010-2011 and the reason for stating under the 2011 finding of segregation of duties that the issue was not corrected until July 1, 2012.

Response:

The Segregation of Duties finding has appeared on the eStem audit reports for the years 2008-2009, 2009-2010, and 2010-2011. It is important to note that the audit for 2008-2009 was not received until June 30, 2010. Because eStem was not aware this was a finding until that date, no corrective actions could be taken for the 2009-2010 school year. Thus, Segregation of Duties was a finding in the audit for both years. Corrective actions were put in place immediately in July 2010 that included hiring two additional employees in the Finance Department and implementing a new procedure at that time to ensure duties were properly segregated.

Below is a synopsis of the process that was put in place on a daily basis.

1. Campus bookkeeper collects and counts money.
2. Money is picked up by CFO.
3. One staff person in the Finance Department recounts the money to confirm campus bookkeeper's tally and prepared deposit slip.
4. CFO deposits cash and returns deposit slip to Finance Department staff.
5. A different staff person than the one in step three reconciles bank statements and records transactions and adjustments to the general ledger.

The finding appeared again on the 2010-2011 audit report. On July 1, 2012, an additional step was added to the process that involved the CEO reviewing the bank statements and journal entries on a monthly basis. It is our belief that this additional step in the process should be sufficient to address the auditor's concern with Segregation of Duties.

Comment Requiring a Response:

Explain if the statement under the 2008-2009 audit finding discussion about segregation of duties is accurate when it states that the problem was corrected on July 1, 2010.

Response:

As noted in the response above, the audit findings for 2008-2009 were not available until June 30, 2010. On July 1, 2010 eStem implemented steps 1-5 described above in an effort to address the findings noted. It was our belief that hiring two additional employees in the Finance Department and implementing the new process corrected the problem.

Upon receiving the 2010-2011 findings on March 30, 2012, the Segregation of Duties was again listed as a finding. On July 1, 2012 eStem implemented a 6th step as an Additional effort to segregate financialduties. On July 1, 2012, the CEO began

reviewing the bank statements and journal entries on a monthly basis. It is our belief that this additional step in the process should be sufficient to address the auditor's concern with Segregation of Duties.

Due to financial constraints, eStem is not in a position to hire any additional employees for the Finance Department but will continue to monitor our processes and make any other changes as suggested. All eStem Public Charter School annual audits are sent to the Arkansas Division of Legislative Audit. As a result of these submissions, eStem has not been required to appear before the Legislative Joint Auditing committee due to the findings regarding Segregation of Duties for the years 2008-2009, 2009-2010, or 2010-2011 as it has been noted that this is a common finding among smaller districts/organizations. The School continues to make a good faith effort at addressing the issue.

SECTION VI, PARTS A AND B: 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.

Evaluation Criteria:
A response that is fully responsive will include:

- **Attachment 4** which is a list of current waivers approved for the charter by the State Board and provided by ADE staff;
- A list of each new waiver requested with a rationale for each or **a statement saying that no new waivers are requested**; and
- An itemized list of each current waiver the charter would like to have rescinded with a rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers**.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference

Legal Comments

These comments are supplemental to prior legal comments given for past renewals or approvals.

1. Waivers Not Requested:

a. **The Charter School currently holds a waiver of most rules requiring teacher licensure. To fully effectuate this waiver, it is recommended the Charter School should also request waiver of ADE Rules Governing Waivers for Substitute Teachers.**
b. **The Charter School currently holds a waiver for superintendent licensure. In order to effectuate this waiver, it is recommended that the Charter School request a waiver of Ark. Code Ann. § 6-17-427 and the ADE Rules Governing the Superintendent Mentoring Program.**
c. **The Charter School currently has a waiver for guidance and counseling. In order to effectuate this waiver, it is recommended that the Charter School also request a waiver of Ark. Code Ann. § 6-18-1001 et seq. and the ADE Rules Governing Public School Student Services.**

2. Waivers Not Needed:

a. **The Charter School requested a waiver of ADE Standards for Accreditation Section 18.0. The Charter School already has a waiver of this section.**

3. Additional Legal Comments: **a. The Charter School requested a waiver of ADE Standards for Accreditation 10.02, Class Size and Teaching Load. The State Board typically only grants this waiver if the Charter School has provided actual numbers of proposed class sizes and teaching loads.** **b. The Applicant currently holds a waiver of ADE's Rules Governing Nutrition and Physical Activity Standards. It should be noted that the State Board lacks the authority to waive any statute outside Title 6 of the Arkansas Code; therefore, the State Board is without authority to waive any portion of these Rules arising from Ark. Code Ann. § 20-7-135. Any purported waiver of that portion of the Rules was in error and is null and void.**	

The Charter School currently holds a waiver of most rules requiring teacher licensure. To fully effectuate this waiver, it is recommended the Charter School should also request waiver of ADE Rules Governing Waivers for Substitute Teachers.

Response:

The School appreciates the clarification and hereby requests a waiver of ADE Rules Governing Waivers for Substitute Teachers.

a. The Charter School currently holds a waiver for superintendent licensure. In order to effectuate this waiver, it is recommended that the Charter School request a waiver of Ark. Code Ann. §6-17-427 and the ADE Rules Governing the Superintendent Mentoring Program.

Response:

The School appreciates this clarification and is hereby requesting a waiver of Ark. Code Ann. §6-17-427 and the ADE Rules Governing the Superintendent Mentoring Program. This will ensure that the current management structure will be able to remain in place.

b. The Charter School currently has a waiver for guidance and counseling. In order to effectuate this waiver, it is recommended that the Charter School also

request a waiver of Ark. Code Ann. §6-18-1001 et seq. and the ADE Rules Governing Public School Student Services.

Response:

The School appreciates the clarification and is amending the requested waivers to include a waiver from Ark. Code Ann.§6-18-1001 et seq. and the ADE Rules Governing Public School Student Services. The School will continue to provide guidance and counseling services to students through a combination of trained and/or licensed counseling staff and therapists or social workers contracted through local entities.

1. Waivers Not Needed:

a. The Charter School requested a waiver of ADE Standards for Accreditation Section 18.0. The Charter School already has a waiver of this section.

Response:

The School appreciates this clarification. It seems no further action is necessary.

2. Additional Legal Comments:

a. The Charter School requested a waiver of ADE Standards for Accreditation 10.02, Class Size and Teaching Load. The State Board typically only grants this waiver if the Charter School has provided actual numbers of proposed class sizes and teaching loads.

Response:

The School appreciates this information and will rescind the request for the waiver from ADE Standards of Accreditation 10.02 at this time. The School will reserve the right to make a specific request for a waiver if the need arises at a later date.

b. The Applicant currently holds a waiver of ADE"s Rules Governing Nutrition and Physical Activity Standards. It should be noted that the State Board lacks the authority to waive any statute outside Title 6 of the Arkansas Code; therefore, the State Board is without authority to waive any portion of these Rules arising from

Ark. Code Ann. §20-7-135. Any purported waiver of that portion of the Rules was in error and is null and void.

Response:

The School appreciates this information and understands that the waiver it currently holds does not cover any statute outside Title 6 of the Arkansas Code.

SECTION VII: REQUESTED AMENDMENTS

Applicants are requested to identify 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**; and
- A rationale for each amendment requested.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference

Confirm that additional amendments are requested to change the governing board of the charter school into a single, consolidated entity operating all three schools that include -
• **No less than three (3) nor more than nine (9) directors**
• **A diverse board to include members with a wide range of professional expertise and experience as defined in the original charter**
• **A minimum of four of the current directors who remain on the new board.**
  ○ **With two of the current directors serving two years**
  ○ **With the other two current directors serving one year**
• **The new directors serving three years**	

Comment Requiring a Response:

Confirm that additional amendments are requested to change the governing board of the charter school into a single, consolidated entity operating all three schools that include –

No less than three (3) nor more than nine (9) directors
A diverse board to include members with a wide range of professional expertise and experience as defined in the original charter
A minimum of four of the current directors who remain on the new board.
o With two of the current directors serving two years
o With the other two current directors serving one year
The new directors serving three years

Response:

A "proposed composition of the governance board" for the consolidated entity was included in Section II of the original renewal application. The Schools request an amendment to the charter that includes the following composition of the new governing board:

No less than three (3) nor more than nine (9) directors
A diverse board to include members with a wide range of professional expertise and experience as defined in the original charter
A minimum of four of the current directors who remain on the new board.
- **With two of the current directors serving two years**
- **With the other two current directors serving one year**

The new directors serving three years

The School currently holds a waiver from Ark. Code Ann.§6-13-634; therefore, the composition of the new governing board (no less than three nor more than nine directors) is valid. Additionally, the School holds a waiver from Ark. Code Ann. §6-13-608 which addresses the length of terms board members may serve. The significance of maintaining a minimum of four of the current directors rests in the direction received from the Internal Revenue Service in 2008. As presented to the SBE in June of 2008, the IRS required that a minimum of four board members from the eStem Charter Management Board serve concurrently as members of the eStem School Boards. The proposed governance plan will ensure that structure remains in place.

Attachment A

Charter Implementation Update containing amendments submitted to ADE on May 28, 2008

e-STEM HIGH PUBLIC CHARTER SCHOOL
CHARTER IMPLEMENTATION UPDATE

Item 3. Governance Structure

In order to comply with the request from the IRS related to e-STEM Public Charter Schools, Inc.'s 501(c)(3) status, the Bylaws of e-STEM High Public Charter Schools, Inc. ("e-STEM High") must be amended and restated to provide that a majority of the Board of Directors of e-STEM High also serve on the Board of Directors of e-STEM Public Charter Schools, Inc., with which e-STEM High has a management contract. A copy of the Amended Bylaws is attached.

Item 6. Educational Program to be Offered

The description of the educational programs to be offered by e-STEM High is updated as follows:

> e-STEM High will use the traditional grading scale (90-100 (A). 80-89 (B), 70-79 (C), 60-69 (0), 59 and below (F)).

Item 11. Enrollment Criteria

The description of the lottery process to be implemented is updated to read as follows:

> Students will be admitted exclusively through a random, anonymous lottery system; provided, however, grade eligible children of faculty and staff and siblings of current students will be admitted without regard to the lottery system.

Item 14. Annual Audit of Financial and Programmatic Operations –

The description of the annual audit of financial and programmatic operations is updated to read as follows:

> Annual Financial Audits: To ensure fiscal integrity and proper maintenance of e-STEM High resources, each year, the school will retain an independent certified public accountant firm to review all financial expenditures and deliver a report related to the same to the Board of Directors of e-STEM High that will be presented in a public meeting.
>
> Annual Programmatic Audits: To strengthen the programmatic responses of e-STEM High, the faculty and staff will review the programmatic operations of the school annually and compare them with the mission and standards of achievement of e-STEM High to determine whether students

are making academic progress at the rate anticipated, and if not, what needs to be modified.

Item 17. Student Support Services

The descriptions of the student support services are updated to read as follows:

A. Guidance Program. A guidance counselor will perform the duties of providing an appropriate guidance program to aid students in educational, personal, social, and career development. Conferences with parents, student and teachers will also be utilized as an adequate guidance and counseling substitute. e-STEM High requests waiver of the requirements of **Standard XVI.**

E. Food Services. e-STEM High will either locate a cafeteria onsite or enter into a catering agreement. The school will participate in the School Lunch Program.

F. Special Education. For budgeting purposes e-STEM High has assumed a special education enrollment of 12% of its students needing services somewhere on the continuum of special education and related services available to any eligible public school student. e-STEM High will meet its obligation to provide a free appropriate public education to each IDEA eligible student in the least restrictive environment possible. The school's specialty curriculums are such that almost all children, regardless of current level of functioning, can participate with regular peers to a significant degree through differentiating those curriculums as necessary for individual needs. For specialized educational needs and related services, certified personnel will be hired or contracted through local community sources. The school is located near a variety of community providers that would be available for contracted services for low incidence of disabilities. Those include Arkansas Children's Hospital; Dennis Developmental Center; Arkansas School for the Deaf and Blind; and Easter Seals.

e-STEM High will employ appropriate staff to oversee the formal processes under IDEA: child find; referral; evaluation; placement; programming, IEP; annual review; confidentiality, parental notification and involvement. The school will use the SEAS softvvare program for reporting and compliance purposes.

Program Evaluation

e-STEM High will implement the method of program evaluation:

Data-Driven Decision-Making on Student Academic Performance e-STEM High will use Northwest Evaluation Association (NWEA) as primary assessment vehicle. NWEA includes a

series of computer-adaptive assessments (four times per year- pretest, two interim assessments, and a posttest) in the areas of literacy, mathematics, and science. The goals of NWEA are to monitor growth, diagnose instructional needs, set and monitor student growth targets, hold students, teachers and school answerable to the improvement of learning.

e-STEM High will use results of criterion-referenced (ACTAAP Benchmark and End-of-Course exams and Stanford-10 norm-referenced) assessments.

e-STEM High will use combination of teacher-made ongoing formal and informal assessments.

Accountability to families and other constituents

e-STEM High will use Edline as the primary tool for maintaining ongoing communication with families.

e-STEM High will maintain a website containing relevant information for parents and other constituents.

Efficiency

e-STEM High will use Pentamation software for accounting of financial and student data as required by the Arkansas Department of Education.

Applicant Attachments:

The Murphy Commission Model will not be used.

The School Calendar and Daily Schedule previously provided are inaccurate. An updated schedule is attached.

Attachment B

Minutes from the State Board of Education Meeting on June 9, 2008 containing documentation of SBE approval of charter amendments

MINUTES

State Board of Education

Monday, June 9, 2008

The State Board of Education met on Monday, June 9, 2008, in the Auditorium of the State Education Building. Diane Tatum, Chairman, called the meeting to order at 9:00a.m.

The following Board Members were present: Diane Tatum, Chairman; Randy Lawson, Vice-Chairman; Sherry Burrow; Jim Cooper; Brenda Gullett; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; Dr. Naccaman Williams.

No Board Members were absent.

Chair's Report

Ms. Tatum reported that she and Dr. Mays presented at a recent session of LeadAR, which is a leadership program sponsored by the Arkansas Cooperative Extension Service.

Ms. Tatum recognized the tenure of service of Board members MaryJane Rebick and Dr. Tim Knight. The term for Board membership of these members expires as of June 30. Each was presented with a resolution recognizing service to the Board, a plaque, and a letter of commendation from Governor Beebe.

Work Session

Senator Shane Broadway and Senator David Bisbee (via telephone conference call) presented an overview of the development of the public school funding matrix. Representative Betty Pickett was also recognized to comment on components of the matrix. Following the presentation, Board Members engaged in a question/answer dialogue with the presenters.

No action was taken.

Reports

Beverly Williams and ADE staff members Barbara Culpepper and Susanne Williams were recognized to present recognition awards to 16 Arkansas teachers who were identified for providing outstanding performance as a mentor for a new teacher during the first year in the classroom. Each of the mentors was presented a certificate of achievement and a cash award of $500. Additionally, Debbie McCracken, Dawson Cooperative, was named the Arkansas Mentor of the Year and received a cash award of $1,000.

Consent Agenda

Mr. lawson moved approval of the Consent Agenda. Ms. Burrow seconded the motion. The motion was adopted unanimously.

- Approval of Minutes May 12, 2008

- Approval of Minutes May 22,2008 (Special Meeting, Conference Call}
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Review of Loan and Bond Applications
- Declaration of Critical Academic Shortage Areas as Required by ACT 1146 of 2001, Section 2(3)(A)
- Consideration for Approval: Newly Appointed Members of the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring
- Report on Waivers to School Districts for Teachers Teaching out of Area for longer than Thirty (30) Days
- Request for Approval of Stipulated Agreement- Michael D. Person

Action Agenda

Dr. James requested that Action Agenda Item A-8 be moved to first on the agenda to accommodate staff assignments later. The Board concurred.

Consideration of Request for Waiver by Ozark Mountain School District

Annette Barnes was recognized to present this item. Ms. Barnes stated that for the 2007-2008 school year, Western Grove High School in the Ozark Mountain District requests a waiver from offering physics, which is a required offering under the Standards for Accreditation. Ms. Barnes recognized Dr. Dalena Gamble, superintendent, and Mr. Mike Parish, principal at Western Grove High School to respond to questions by the Board. Mr. Parish stated that when classes began in August 2007, the school offered physics, which was taught be a certified teacher. However, he noted, that during the early part of the school year, the only student taking this subject moved away from the district, leaving no one enrolled in physics. He reported that during the school year no student could be recruited to take physics nor did a student enroll in the district that was interested in enrolling in physics. Dr. Gamble reported that the district seeks to apply for a waiver under the provisions of Act 219 of 2007, which addressed this situation in small districts.

Ms. Rebick asked if busing students between high schools within the district would make taking these science courses more popular. Dr. Gamble responded that bussing would not be a reasonable option because of the time required to travel between campuses- she suggested it would take a minimum of three class periods and probably more to accomplish one period of instruction.

Mr. Cooper moved to approve the waiver request for the 2007-2008 school year. Dr. Williams seconded the motion. The motion was adopted 7 yes, 1 no (Gullett voted no).

Request for Charter Amendment for Open-Enrollment Public Charter School: e-Stern Public Charter Schools, Little Rock, AR. (Afufl transcript of this item was recorded by the court report and is available from the State Board Office.)

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that Mr. Jess Askew would summarize changes in the organizational structure to be followed by Dr. Roy Brooks who would provide a status report on the new schools.

Mr. Askew reported that the organizational structure changes are the result of recommendations of the Internal Revenue Status (IRS) as they are reviewing and considering approval of the 501(c)(3) proposal. He stated that the e-Stern schools are governed by three independent boards-one for each level: elementary, middle and secondary schools-and a coordinating board. He reported that the IRS requirement was to have a majority of the members of each of the boards to be common members; thus, each of the four boards will have seven members of which four would be common to each. Mr. Askew identified each of the boards' membership. He also stated that the coordinating board would oversee the four person administration: Or. Brooks serves the role of superintendent.

Dr. Brooks provided a status report regarding staffing, student enrollment and assurance that facilities would be complete by the opening date, which is in August. He noted that principals for each level have been hired, instructors for each level are hired and the maximum of 850 students have been selected with a waiting list of over 1000.

Mr. Cooper asked for clarification as to IRS intent of the organization structure. Mr. Askew responded that IRS guidance suggested that the boards from each level should have controlling influence on the support organization.

Dr. Mays asked how nominations for board membership were made, especially how parent members are identified. Mr. Askew responded that recommendations come from board members and invitations to serve on the board are issued with consensus of the board members.

Ms. Rebick asked about potential traffic pattern issues in and around the facility. Dr. Brooks responded that work was underway with city officials to reroute traffic patterns to minimize congestion. He indicated that final decisions have not been made, but were under review.

Ms. Gullett moved to approve requested amendments to the charters. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Consideration of Request for Charter Amendment of Open-Enrollment Public Charter School: HAAS Hall Academy, Farmington, AR

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that the Charter School Office has received a request for amendment to the Charter to add Grade 8, increase the enrollment cap to 350 and to endorse relocation from Farmington to a facility in Fayetteville.

Dr. Martin Schoppmeyer was recognized to present this request. Dr. Schoppmeyer summarized the requests and reported that the number of applications for enrollment for next year exceeds the enrollment cap established for the Charter. He also stated that to accommodate an increase in enrollment relocation to a different facility would be essential.

Attachment C

Overview of Plato Courseware

edmentum

Plato Courseware

Study Island
Plato Courseware
EducationCity
EdOptions Academy
Edmentum™ Reading Suite
Edmentum™ Assessments
Edmentum™ College & Career
SeNices

PLATO COURSEWARE

Resources
Building a Credit Recovery Program with Plato Courseware
Plato Courseware Reporting
Plato Courseware: Online Course Structure for Success
Edmentum Overview
Edmentum Services

Schedule a Demo

Plato Courseware is built on standards-based online curriculum grounded in a tradition of solid research, sound pedagogy, and applied innovation. We develop rigorous, relevant curriculum that challenges your students with a 21st century approach -engaging them with interactive, media-rich content.

Whether your students are falling behind, at grade level, or advanced, accommodate their unique needs in an environment in which they will thrive. Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom, or through a completely virtual experience.

Plato Courseware provides courses in a wide range of core subjects, electives, global languages, honors, and Advanced Placement® offerings. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.

Pl , CdVrseware A Glance Course Library Services

Effective Online Courses to Achieve Real Results

- Rigorous courses, proven to improve student achievement
- Interactive, media-rich content actively engages students
- Robust flexibility allows you to customize courseware to meet your unique needs
- Aligned to Common Core and state standards
- Award-winning courseware proven by third-party research and studies

- High-quality content for original credit, supplemental learning, credit recovery, unit recovery and extended learning

Products

Study Island
Plato Courseware
EducationCity
EdOptions Academy
Edmentum™ Reading Suite
Edmentum™ Assessments
Edmentum™ College & Career Services

Solutions

Credit Recovery
Test Preparation & Benchmarking
Common Core & Standards Mastery
Response to Intervention
Intervention & Acceleration
Special Education
Virtual School
Reading & Literacy
Higher Education
Workforce Readiness

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Resources
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Edmentum Overview
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Schedule a Demo

Plato Courseware is built on standards-based online curriculum grounded in a tradition of solid research, sound pedagogy, and applied innovation. We develop rigorous, relevant curriculum that challenges your students with a 21st century approach -engaging them with interactive, media-rich content.

Whether your students are falling behind, at grade level, or advanced, accommodate their unique needs in an environment in which they will thrive. Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom, or through a completely virtual experience.

Plato Courseware provides courses in a wide range of core subjects, electives, global languages, honors, and Advanced Placement® offerings. Courses consist of integrated assessments; including exemptive pretests that allow learners to forgo content they have already mastered and focus on the concepts that need additional work. Course-level assessments also include tests for each course module to ensure concept mastery.

PI Courseware At A Glance Courw Ubrory Services

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2012-2013 Renewal Cycle

Application

eSTEM Public Charter Schools

Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: January 18, 2013

Charter School: eStem Public Charter School District

Date Submitted: January 18, 2013

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 304-B
Little Rock, AR 72201
501.683.5313

MINUTES OF THE JOINT MEETING OF THE BOARDS OF DIRECTORS OF E-STEM PUBLIC CHARTER SCHOOLS, INC., E-STEM ELEMENTARY PUBLIC CHARTER SCHOOLS, INC., E-STEM MIDDLE PUBLIC CHARTER SCHOOLS, INC., AND E-STEM HIGH PUBLIC CHARTER SCHOOLS, INC.

January 17, 2013

The Boards of eStem Public Charter Schools, Inc., eStem Elementary Public Charter Schools, Inc., eStem Middle Public Charter Schools, Inc., and eStem High Public Charter Schools, Inc. met on January 17, 2013 at 5:30pm at the eStem High Public Charter School Multi Purpose room. Present were directors Jess Askew, Kim Evans, Michele Linch, Angela Johnson, John Ahlen, Vernard Henley, Chris Corbitt, Bill Dillard, and Mallory Taylor. Also in attendance were John Bacon, Ruthie Walls, Cindy Barton and Mark Milhollen. The meeting was called to order at 5:40pm by Jess Askew.

INFORMATIONAL REPORTS

CFO Report

Mark Milhollen reported that there were no cycle reports due at this time. The next cycle will be February 15 and will include our 2nd Quarter attendance. The regular monthly financials were reviewed. There was nothing out of the ordinary to report.

CEO Report

John Bacon thoroughly reviewed the Charter Renewal Application packet. After the review, each school board voted approval as shown in the action items below.

ACTION ITEMS

Old Business

For the eStem Public Charter School Board – Jess Askew moved that the board approve the Open-Enrollment Public Charter School Renewal Application. Kim Evans seconded the motion. The motion passed unanimously.

For the eStem High Public Charter School Board – Vernard Henley made the motion to approve the Open-Enrollment Public Charter School Renewal Application. John Ahlen seconded the motion and the motion passed unanimously.

For the eStem Middle Public Charter School Board – Michele Linch moved that the board approve the Open-Enrollment Public Charter School Renewal Application. Angela Johnson seconded the motion. The motion passed unanimously.

For the eStem Elementary Public Charter School Board – Chris Corbitt made a motion to approve the Open-Enrollment Public Charter School Renewal Application. Kim Evans seconded the motion and it was passed unanimously.

The resolution approving the Open-Enrollment Public Charter School Renewal Application was then signed by each board member.

New Business

There was no new business to discuss.

The meeting was adjourned at 6:46pm.

eStem Public Charter School District

Resolution of the Board of Directors

Resolution Approving the Open-Enrollment Public Charter School Renewal Application

WHEREAS, pursuant to Arkansas Code Annotated § 6-23-307, which states the State Board of Education is authorized to renew open-enrollment public charter schools on a one-year or multi-year basis, not to exceed 20 years, eStem Public Charter Schools, Inc. has prepared the renewal application as required.

WHEREAS, this Board, by majority vote, has determined that eStem Public Charter School District has met all requirements for application process and approves as submitted the eStem Public Charter School District Open-Enrollment Public Charter School Renewal Application.

BE IT FURTHER RESOLVED that John Bacon is authorized to present this renewal application to the Arkansas Department of Education effectuating the purposes set forth in the resolution on behalf of the eStem Public School District Board of Directors.

January 17, 2013
Date

Board President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the eStem Public School District Board of Directors at a properly noticed open meeting held on the 17th day of January, 2013 at which a quorum was present.

Board Secretary Signature

eStem Public Charter School District Board of Directors Signatures

Contact Information Form – ATTACHMENT 1

Sponsoring Entity:	**eStem Public Charter Schools, Inc.**
Name of Charter School:	**eStem High Public Charter School** **eStem Middle Public Charter School** **eStem Elementary Public Charter School**
School LEA #	**6045701 - eStem High Public Charter School** **6046702 - eStem Middle Public Charter School** **6047703 - eStem Elementary Public Charter School**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**John Bacon, Chief Executive Officer** **112 W. 3rd Street** **Little Rock, AR 72201** **501-748-9269** **501-975-4090** **jbacon@estemlr.net**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Jess Askew, III** **200 River Market Ave., Suite 225** **Little Rock, AR 72201** **(501) 324-9200** **(501) 324-9201** **jaskew@estemlr.net**

Board Chairman's Signature _____

Date January 17, 2013 **Requested Number of Years for Renewal (1-20)** 13-20

Renewal Application Approval Date by the School/Entity Board(s) January 17, 2013

Relationship Disclosure Form – ATTACHMENT 2

Charter School Board Member's Name and Contact Information	Related to Employee(s)? ("No" or describe.)	Employee Job Title
John Ahlen (eStem High Board) jahlen@estemlr.net	No	
Jess Askew III (eStem CMO Board) jaskew@estemlr.net	No	
Keith Berry (eStem CMO Board) kberry@estemlr.net	No	
Chris Corbitt (eStem Elementary Board) ccorbitt@estemlr.net	No	
Bill Dillard III (CMO and All School Boards) bdillard@estemlr.net	No	
Kim Evans (CMO and All School Boards) kevans@estemlr.net	No	
Vernard Henley, Jr. (eStem High Board) vhenley@estemlr.net	No	
Angela Johnson (eStem Middle Board) ajohnson@estemlr.net	No	

Michele Linch (eStem Middle Board) mlinch@estemlr.net	No	
Don Marshall (CMO and All School Boards) dmarshall@estemlr.net	No	
Malcolm Simmons (eStem Middle Board) msimmons@estemlr.net	No	
Mallory Taylor (CMO and All School Boards) mtaylor@estemlr.net	No	

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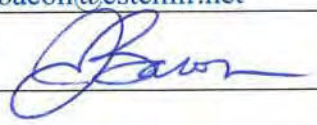
eStem Public Charter School District

Sponsoring School District: eStem Public Charter Schools, Inc.

Section I: General Information

District Name	eStem Public Charter School District
County	Pulaski
Contact Person	John Bacon
Contact Title	Chief Executive Officer
Contact Mailing Address	112 W. Third Street Little Rock, AR 72201
Contact Phone	501-748-9269
Contact Fax	501-975-4090
Contact Email	jbacon@estemlr.net
Signature/Date	
Number of years for Renewal	13 – 20 years
School Board Approval Date	January 17, 2013
District Home Page (URL):	www.estemlr.net

Section I

General Description

I. Formation of eStem PCS/Statement of Mission

The process of creating the eStem Public Charter School system began in the fall of 2007 to address a critical shortage of American citizens able to both fill jobs in the STEM fields and create jobs in the STEM fields. The three schools (eStem Elementary, eStem Middle, and eStem High school) were designed as complimentary components of a comprehensive K-12 eStem curriculum that would include a focus on the fields of economics, science, technology, engineering, and mathematics.

The intent of the eStem model was to accomplish this goal while also ensuring that all students would receive a well-rounded educational experience, including the classical study of foreign languages, critical thinking, rhetoric, language arts, and history. In the charter approved by the State Board of Education in December of 2007, the stated mission of eStem Public Charter Schools, Inc. was "to prepare students that are STEM literate; deeply versed in economics and business; preparing to enter a global economy well educated in international history, culture, language, protocol, and business ethics."

While eStem was not the first school to focus on the STEM fields, the majority of schools at the time that were identified with a "STEM-focused" mission were primarily interested in producing employees for the STEM industries. What would set eStem apart from the other schools was that eStem would focus on producing graduates who would also create jobs in the STEM industries through innovation and entrepreneurship.

From this mission, the eStem schools adopted the rallying cry of having all eStem graduates become "*College Ready, Career Ready, and World Ready.*" That is the mantra that continues to guide our efforts as we envision the future of a renewed charter.

II. Progress Made During the 2008-2013 Contract Period

In July of 2008, the three eStem schools opened in the former *Arkansas Gazette* building in the downtown business district of Little Rock, Arkansas. Serving a population of just under 850 students in grades K-9 during that first year (with the plan to add a grade each year), the schools were positioned to grow into a fully-functioning K-12 system by the 2011-2012 school year. No one could have predicted, however, the amazing response the schools would receive upon opening in the summer of 2008. Within the first year of operation, long waiting lists of students desiring to enroll in the schools began to form, and the schools quickly began running out of space in the shared facility.

In the spring of 2010, the State Board of Education approved eStem High School to move into the former Federal Reserve Building located just across the street from the original location. Thus, in the summer of 2010, eStem High School opened in this facility with a student population that roughly doubled the previous population. Additionally, eStem Middle School

was approved for expansion by 104 students that same year. In 2011, eStem Elementary School was approved to grow by 102 students. These expansions in student enrollment caps allowed the three schools to eventually operate at full capacity in the 2011-2012 school year.

In May of 2012, eStem High reached a major milestone when it celebrated the graduation of its first class. Eighty-four students were awarded high school diplomas during the inaugural commencement ceremony. Of the 84 graduates in the class of 2012, more than 95% were accepted into a university and/or the military. This graduating class accepted more than $1.8 million in scholarships (equating to a per pupil average of approximately $21,500). These students are thriving in their college coursework.

III. Fulfilling the eStem Mission Today

Today, the three eStem schools serve a combined population of 1,462 students. There are more than 4,200 students who are currently on waiting lists, hoping for the opportunity to someday attend an eStem school. We continue to work toward our mission through identifying programs, courses, and activities that will foster the type of creative thinking and problem solving that will be necessary for students to be leaders in our society. Students must complete 26 credit hours for graduation with an eStem diploma. These requirements include the Smart Core curriculum plus additional electives chosen from the STEM fields and foreign languages.

We currently teach twelve Advanced Placement courses in the high school with plans to offer additional courses in the next few years. Students at eStem High are also able to participate in college courses that are taught concurrently with their high school course work on site at the school. Through courses in engineering, robotics, and computer science, students are able to engage in hands-on learning experiences related to the STEM fields. All students at eStem are required to complete at least two years of study of a foreign language.

At eStem, we believe our first responsibility is to provide the highest quality of educational experience possible for the students we serve. However, as a charter school, we also feel that we have an obligation to identify, implement, and assess the value of innovative approaches to education in order to impact the quality of education provided to students across our state.

The eStem schools operate on both an extended day and extended school year calendar. The addition of one hour each day, when considered across an additional four-week school year, results in an increase in instructional time of more than 25% each year for our students. This additional quality instructional time is invaluable to improving student achievement outcomes, and can be achieved through efficient financial planning within the revenue provided to schools through the state per-pupil allotment.

IV. Pursuing the eStem Mission in the Future

As we look to the future of the eStem schools, we are seeking to combine our three charters (districts) into one charter (district) in order to create a more efficient and stream-lined organizational structure. By removing the duplication that occurs in reporting and staffing as a

result of operating as three distinct districts, we will be able to more effectively serve our students.

We are continuing to identify innovative approaches to education, including the development of a pilot program for professional training for aspiring educators in the STEM fields. We are developing an internship program for seniors to enhance organizational and communication skills through experiences in a variety of STEM-based businesses and organizations. We have initiated a grant program to fund original, project-based learning experiences for students that go beyond the scope of the traditional standards. We continue to use student achievement data as the major component of a performance award program for our teachers and administrators.

We believe that the renewal of our charter as one combined district serving the entire K-12 eStem system will place us in the best position to continue to serve the students who are currently enrolled in our schools. This will also ensure we are poised to take on the next level of challenges, including identifying opportunities to serve additional students from the thousands of students who are currently awaiting the call that they have been accepted to attend an eStem school.

Section II—A

Composition of Governing Board under Current Charter

I. Board Governance Structure

Each eStem Public Charter School is currently governed by an appointed, self-perpetuating board of trustees (directors). Each Board is composed of a minimum of three trustees (directors) and a maximum of seven trustees (directors).

A Director's term shall be for a period of five (5) years. Appointments made to fill a vacancy, other than a vacancy created by the expiration of a term shall be for the unexpired term of that vacant position. Each Director shall hold office until the Director's replacement, death, resignation, removal, disqualification, or the expiration of the term, whichever occurs first.

The number of members of the Board shall not be less than three (3) nor more than seven (7). The Board shall fix the exact number of Directors, within these limits, by Board resolution or amendment of its Bylaws.

II. Board Selection Process

The Board will include area experts from the Science, Technology, Engineering and Math fields. Because the school has a goal of preparing every student for postsecondary education, at least one position will be held by a professional in higher education, law, finance or business.

The Board, by resolution and majority vote, shall nominate its subsequent members and fill any vacancy on the Board. Directors may be reappointed. The members of the Board shall not include: (a) employees of the Corporation or (b) employees of the charter school.

A Director may be removed by the Board without cause by a two-thirds (2/3) vote of the entire Board. A Director may resign at any time by providing written notice to the Chairman or Secretary of the Board. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. The acceptance of a resignation by the Chairman or Secretary of the Board shall not be necessary to make it effective but no resignation shall discharge any accrued obligation or duty of a Director. A successor shall be appointed by resolution and majority vote.

III. Authority of the Board

Only the Board of Directors as a body may encumber the school with any debts; engage a Chief Executive Officer; or enter into any contracts for real property agreements for shared services, or any other contract unless the Board designates a party to act in its behalf.

IV. Board Member Responsibilities

Director responsibilities include but are not limited to:

- Determine, maintain and promote the school's mission and purpose
- Select the Chief Executive Officer (CEO) and develop annual performance-based appraisal by which the CEO will be held accountable
- Assist in partnership with CEO, faculty, parents, students and community in providing adequate resources for the school to fulfill its mission
- Review the annual budget submitted by the CEO
- Engage in a comprehensive public relations strategy whereby the community, constituents, public and the media is informed of the school's mission, accomplishments, and goals, in order to garner support from important members of the community
- Develop a five-year fundraising plan and lead all fundraising initiatives on behalf of the charter school
- Recruit and orient new board members and assess board performance
- Ensure legal and ethical integrity and maintain accountability and transparency
- Monitor student academic achievement regularly

Proposed Composition of Governing Board

eStem Public Charter Schools proposes the new Board of Directors of a single, consolidated entity operating all three schools include no less than three (3) nor more than nine (9) directors. The current directors will participate in the selection of the new board. The new board will be diverse and include members with a wide range of professional expertise and experience as defined in the original charter.

A minimum of four of the current directors shall remain on the new board. Two of the four current directors will serve two years; the other two current directors will serve one year; the new directors will serve three years.

All other duties and responsibilities in the current charter will continue in the new charter.

Section II—B

Disclosures

There are no non-employment contracts or leases 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. There are no conflicts of interest affecting administrators and members of the charter school's governing board. See Attachment 2.

Section III—A

Current Performance Goals

Goal 1 (A) – eStem Public Charter Schools will establish Adequate Yearly Progress goals so that 100% of students in NCLB defined subgroups will perform at the Proficient or Advanced levels on criterion-referenced assessments by the 2013-2014 school year.

Methods used for assessing progress toward goal:

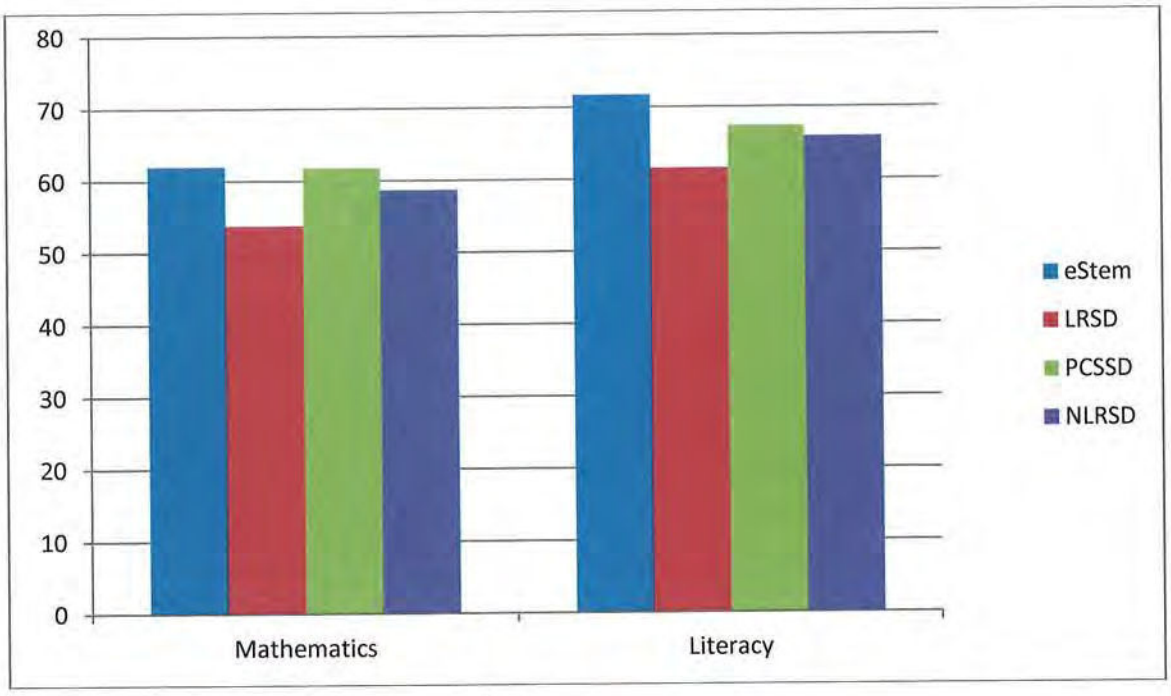
eStem Elementary and Middle Schools: A comparison of performance for the combined population, as well as subgroup populations for African-American and economically-disadvantaged students, between the baseline year of 2008-2009 and 2011-2012 was conducted. These are the subgroups for which eStem schools met the N of 40 students in order to have data reported. As the Arkansas Department of Education received approval to relax the goal of having 100% of students performing at the Proficient/Advanced levels by the 2013-2014 school year, the schools have now shifted focus to meeting the Annual Measurable Objectives (AMO).

eStem High School: A comparison of performance for the combined population, as well as subgroup populations for African-American and economically-disadvantaged students, between the baseline year of 2010-2011 and 2011-2012 was conducted. These are the subgroups for which eStem schools met the N of 40 students in order to have data reported. As the Arkansas Department of Education received approval to relax the goal of having 100% of students performing at the Proficient/Advanced levels by the 2013-2014 school year, the schools have now shifted focus to meeting the Annual Measurable Objectives (AMO). The 2011 data was chosen as the baseline year as the school more than doubled in population that year (from 182 students to 367 students), thus the school was granted "new school" status by the Arkansas Department of Education for accountability purposes.

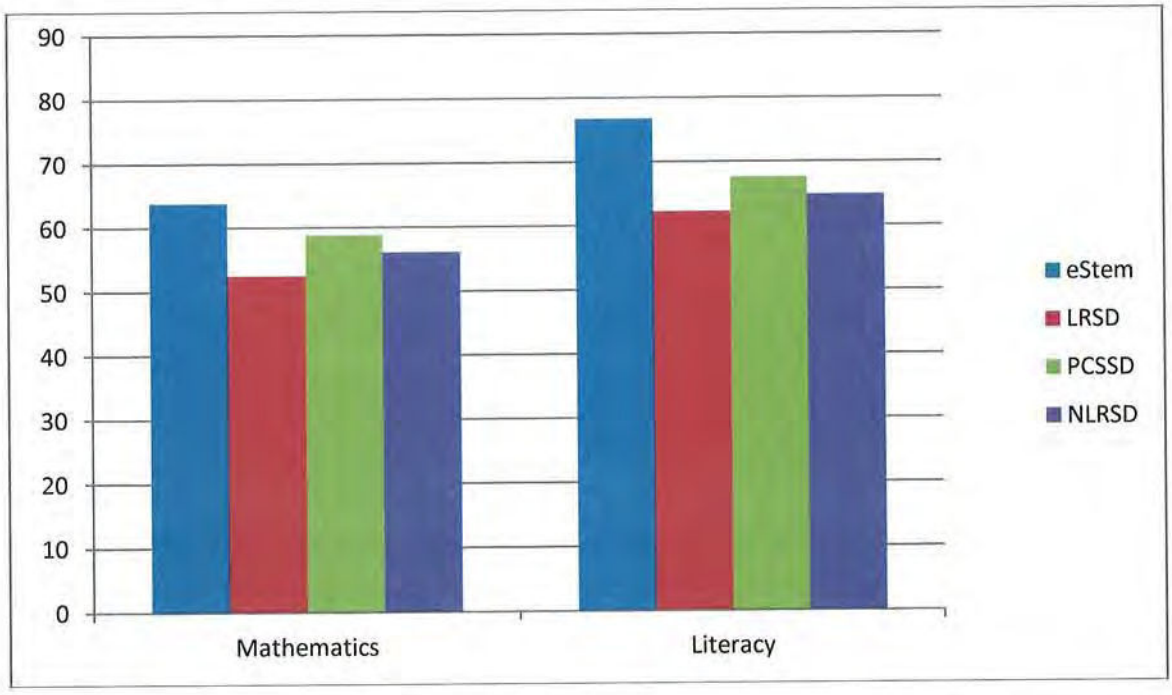
Data reflecting progress toward goal:

The following charts reflect the percentage of students for key subgroup populations scoring at the Proficient and Advanced levels on state-mandated criterion-referenced assessments in 2012.

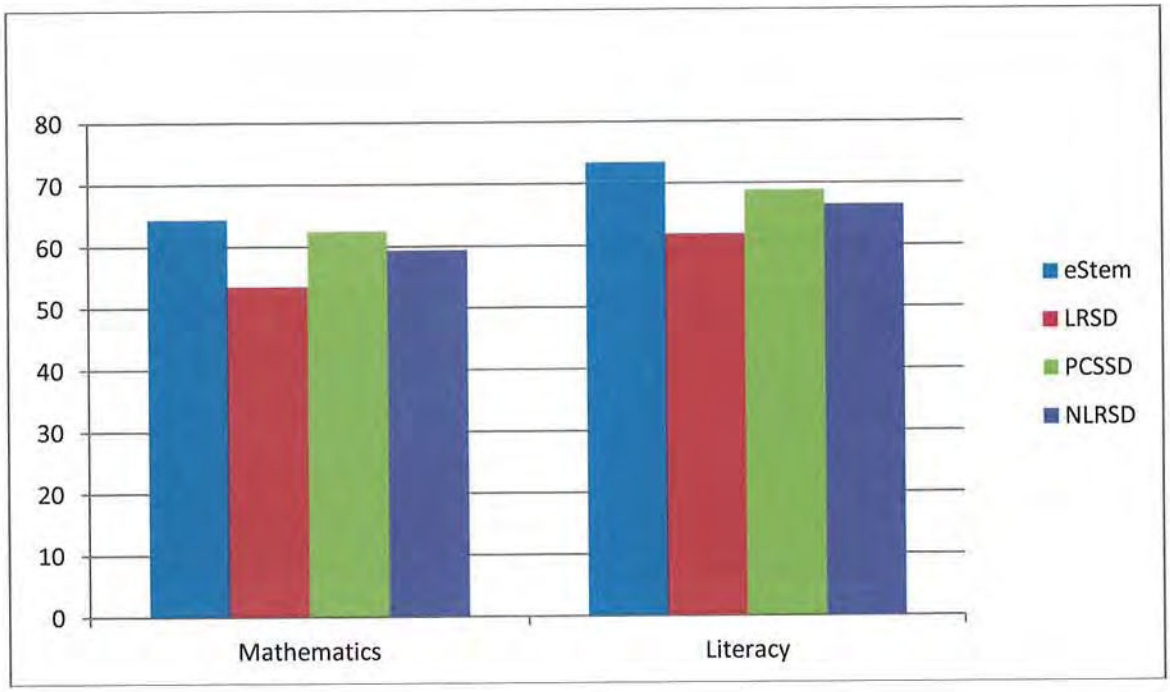
K-12 Targeted Assistance Gap Group (TAGG) - % Proficient/Advanced



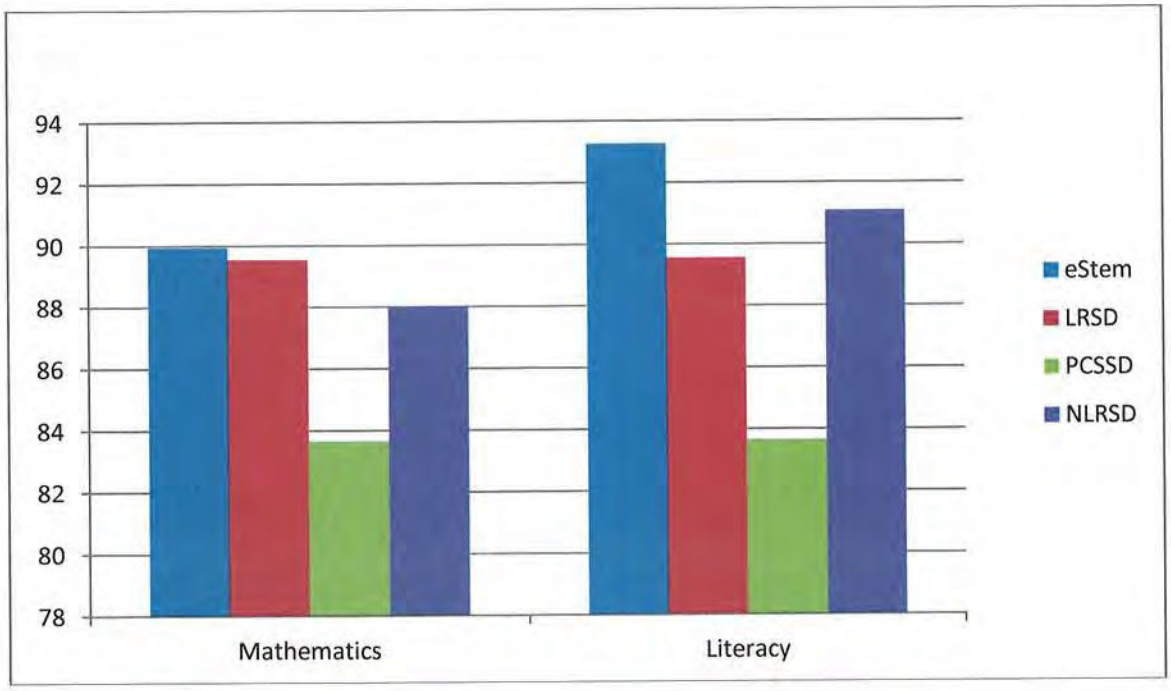
K-12 African-American Subpopulation - % Proficient/Advanced



K-12 Economically-Disadvantaged Subpopulation - % Proficient/Advanced

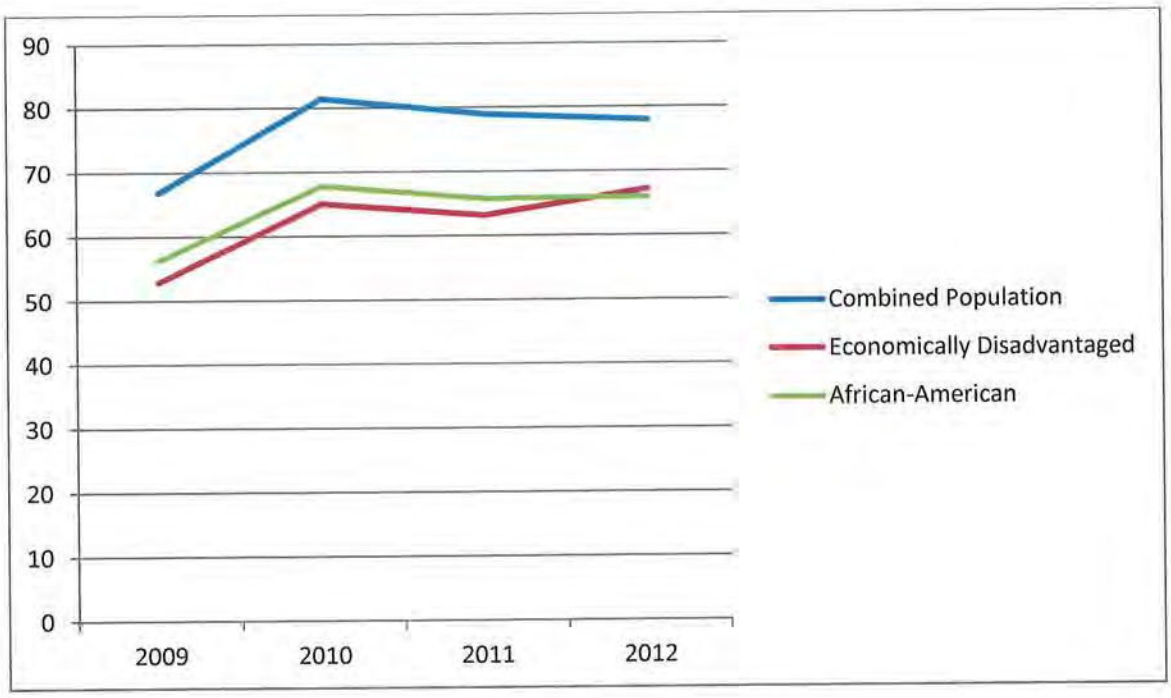


K-12 White Subpopulation - % Proficient/Advanced

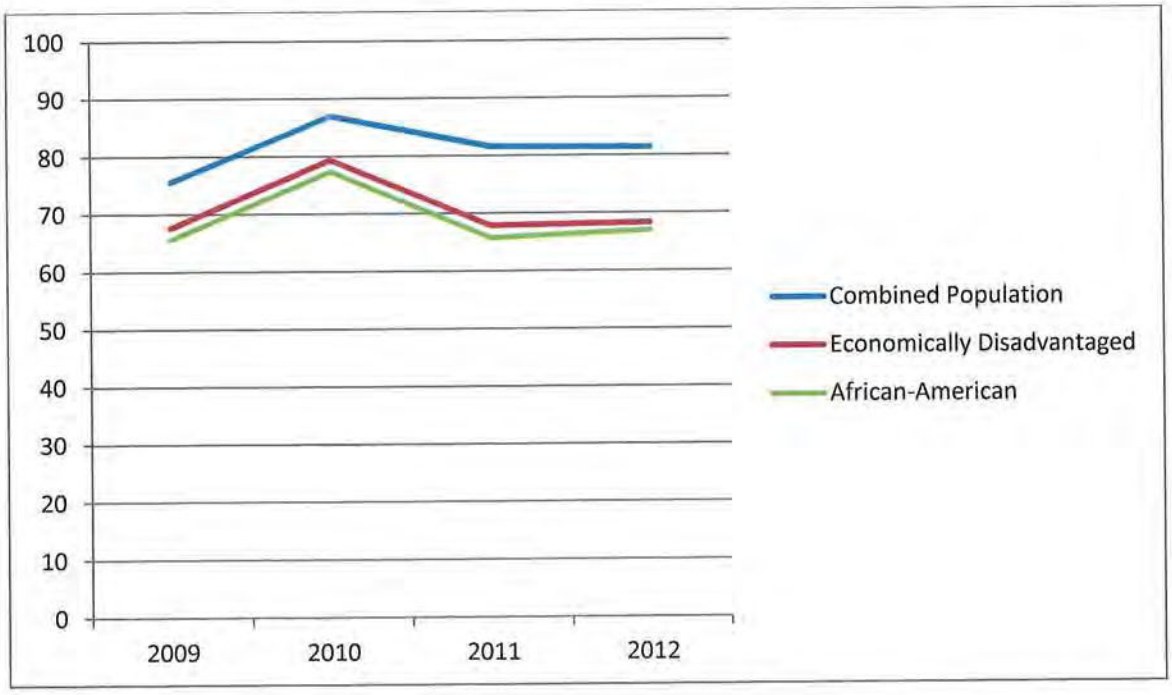


The following charts reflect the percentage of eStem students scoring at the Proficient and Advanced levels on the state-mandated criterion-referenced assessments for 2009 – 2012.

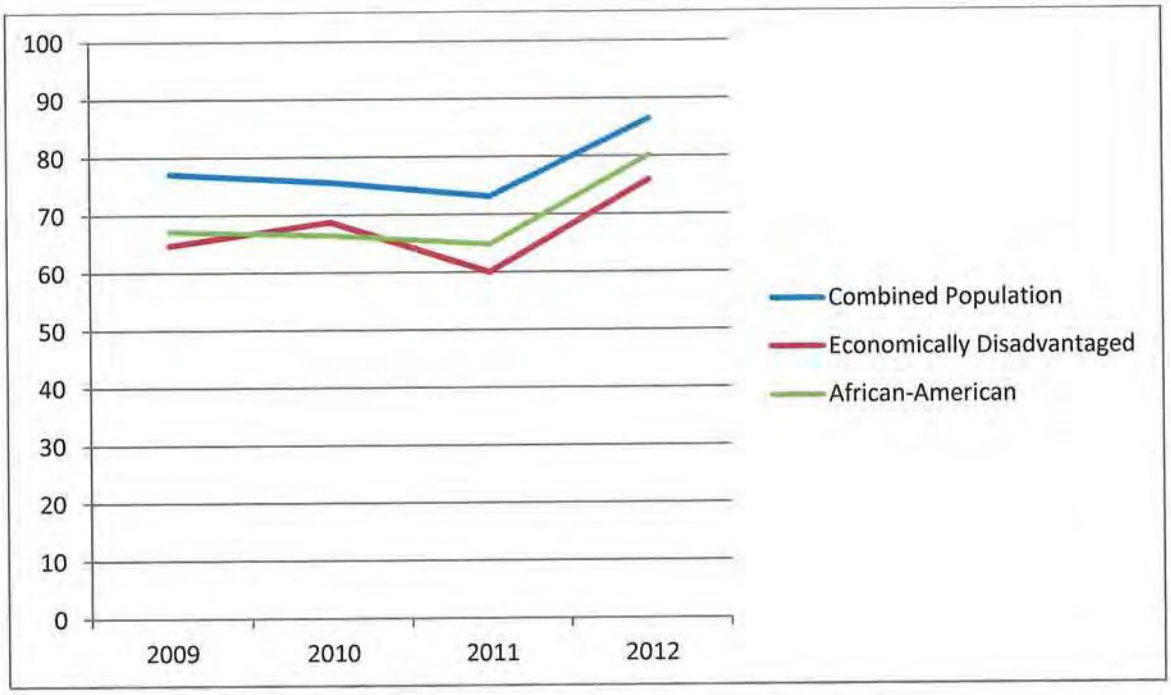
eStem Elementary Literacy Performance (Grades 3-4)



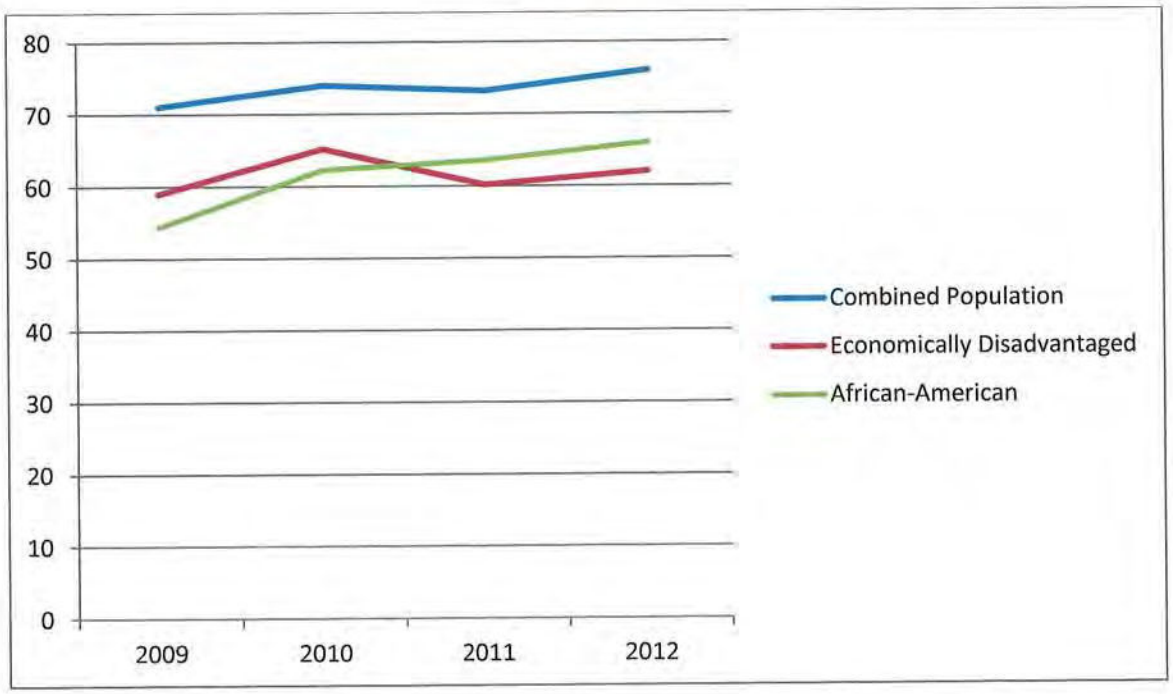
eStem Elementary Mathematics Performance (Grades 3-4)



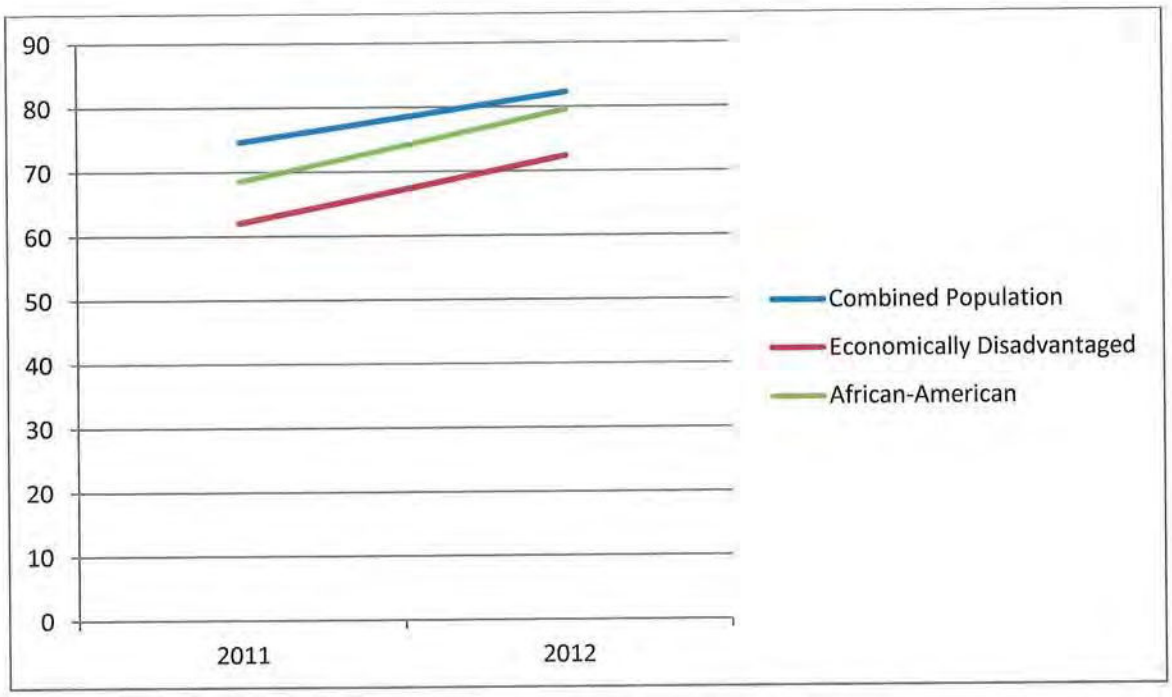
eStem Middle Literacy Performance (Grades 5-8)



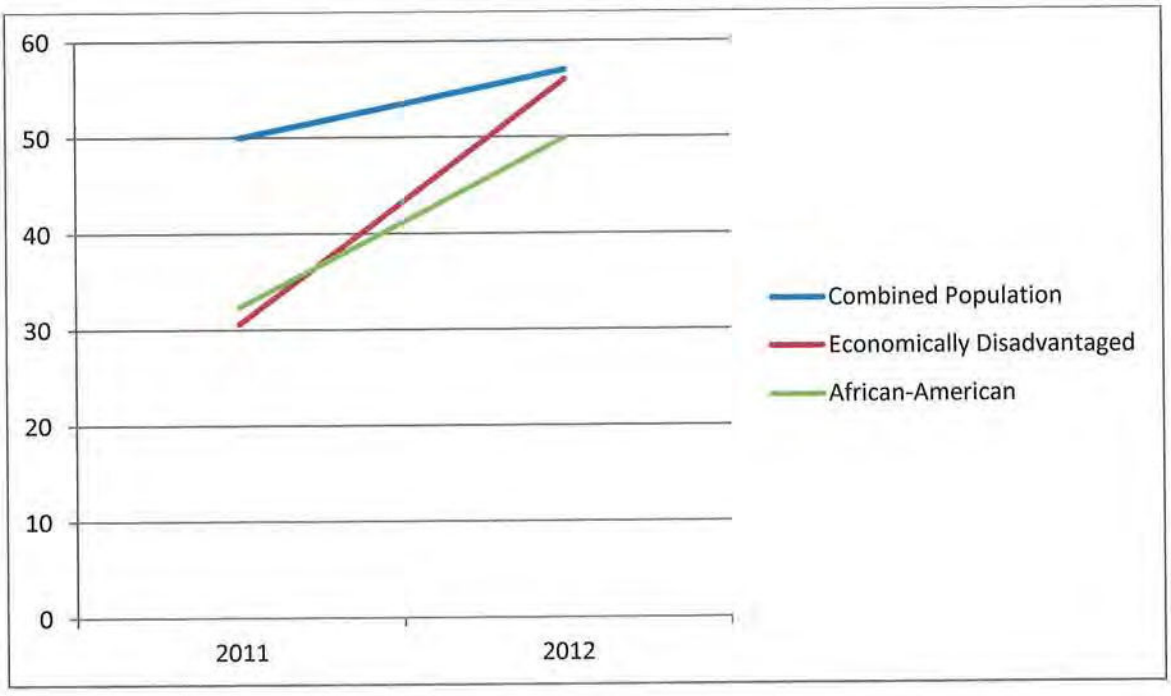
eStem Middle Mathematics Performance (Grades 5-8)



eStem High Literacy Performance (Grade 11)

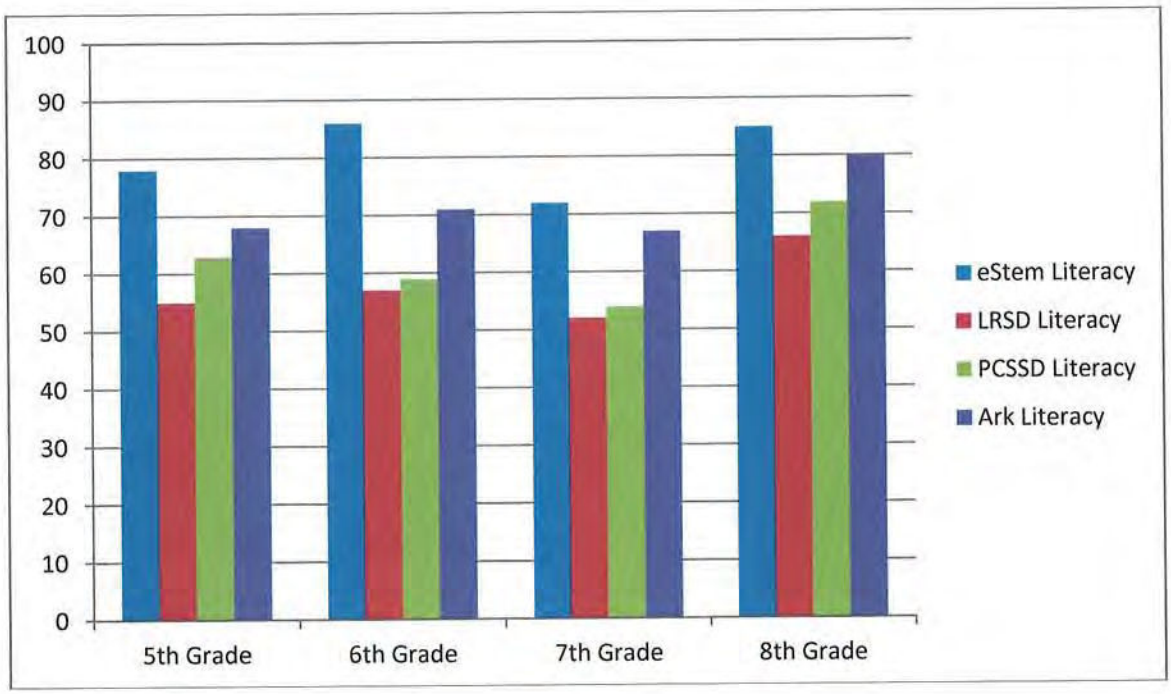


eStem High Mathematics Performance (Algebra 1 & Geometry)

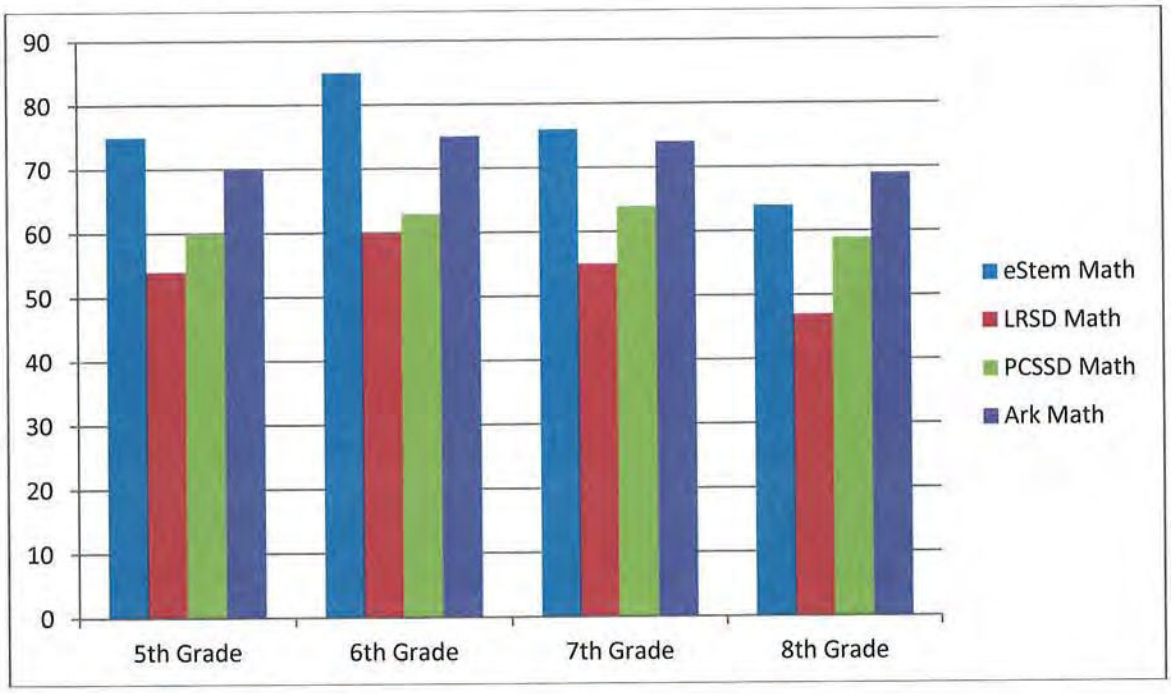


The following charts reflect longitudinal data from state-mandated criterion-referenced assessments for cohort groups of students as they progress from one grade level to the next.

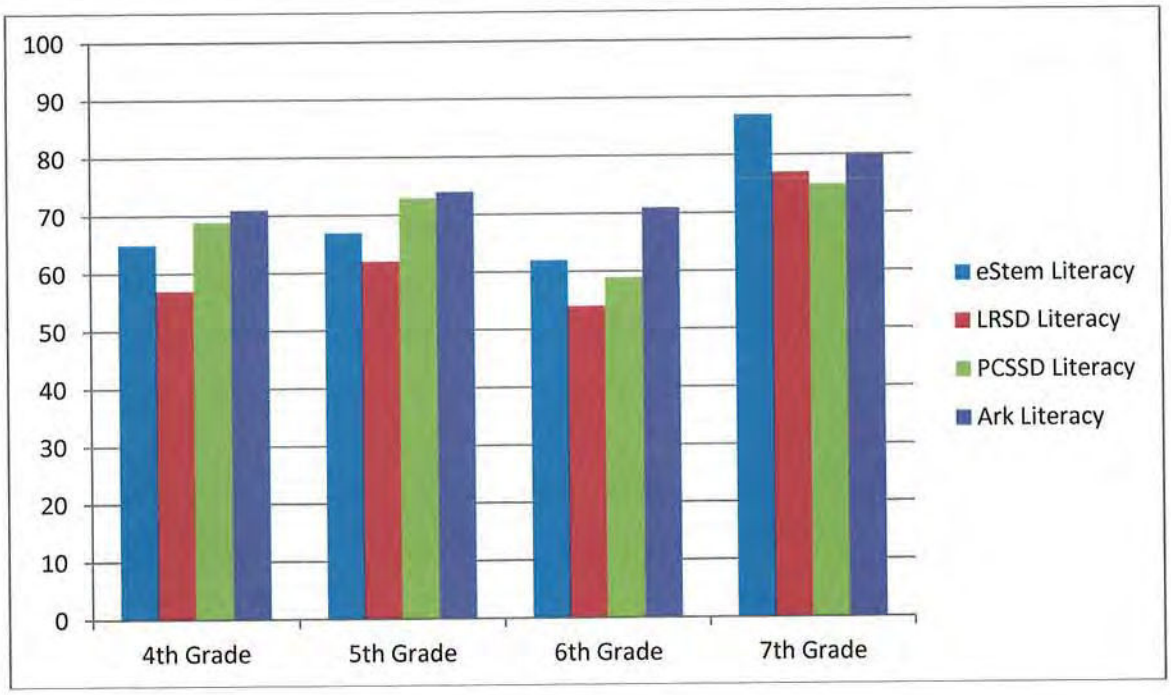
Combined Population, Class of 2016 – Literacy Benchmark % Proficient/Advanced



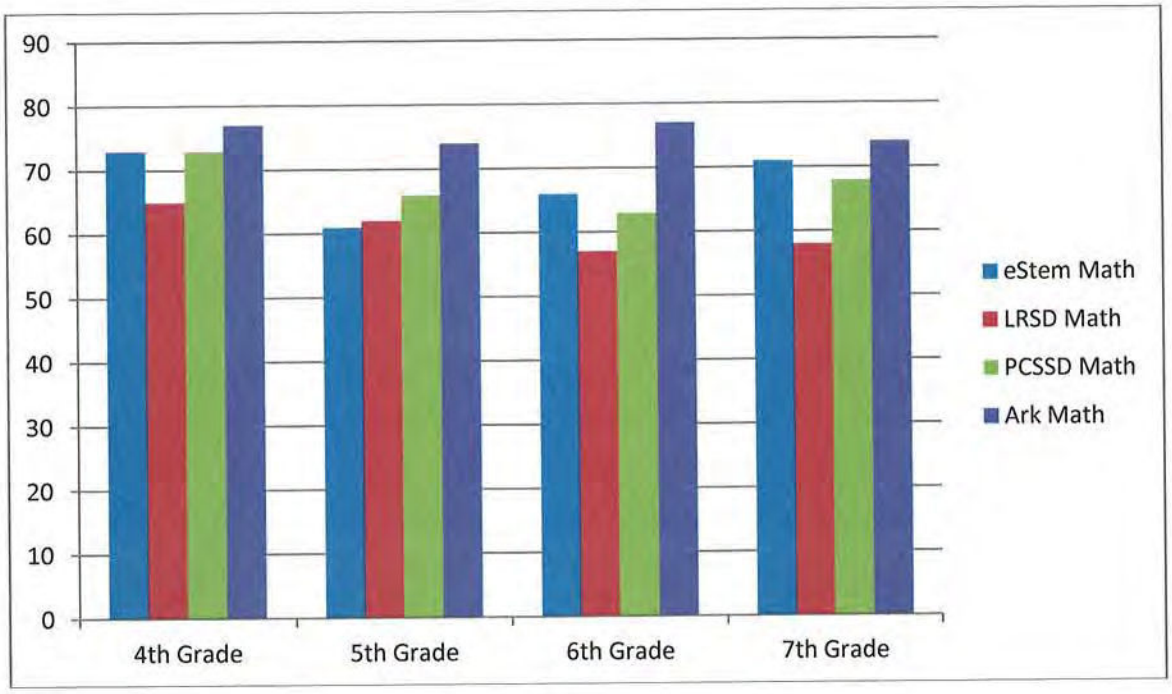
Combined Population, Class of 2016 – Math Benchmark % Proficient/Advanced



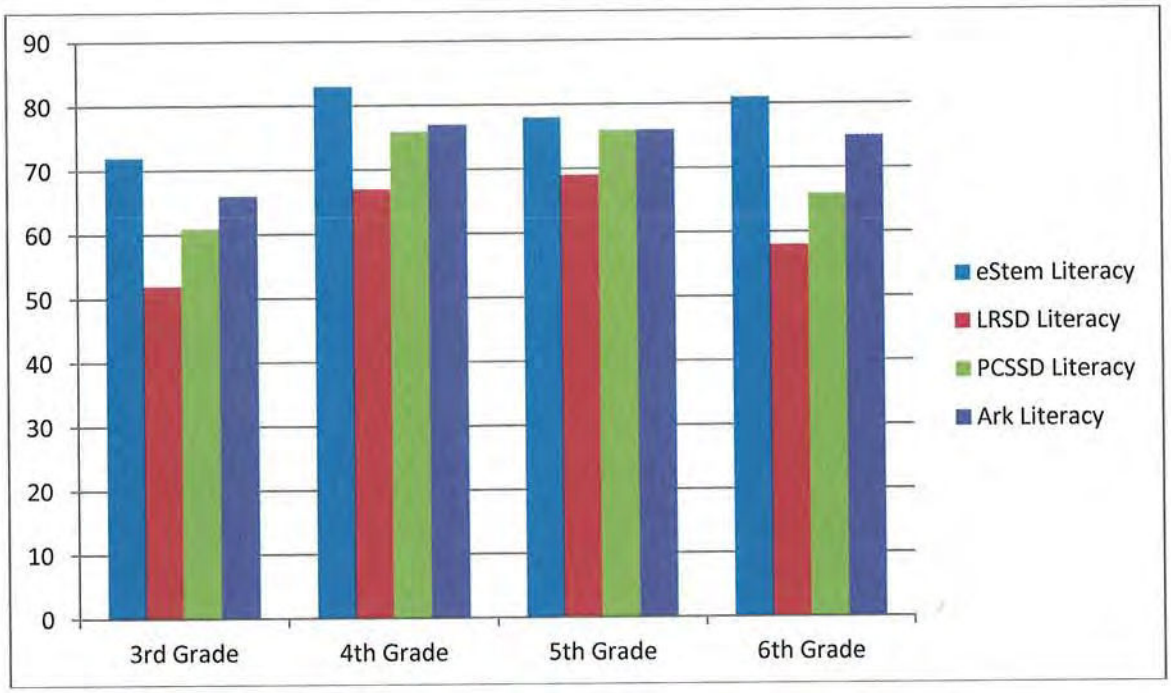
Combined Population, Class of 2017 – Literacy Benchmark % Proficient/Advanced



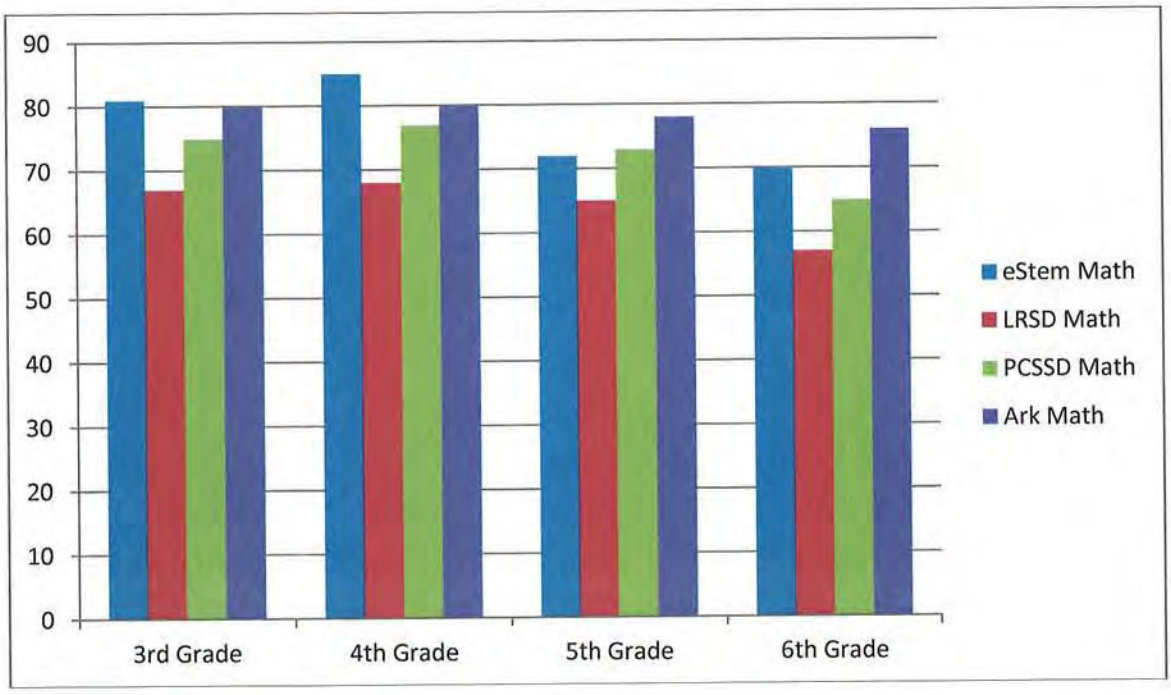
Combined Population, Class of 2017 – Math Benchmark % Proficient/Advanced



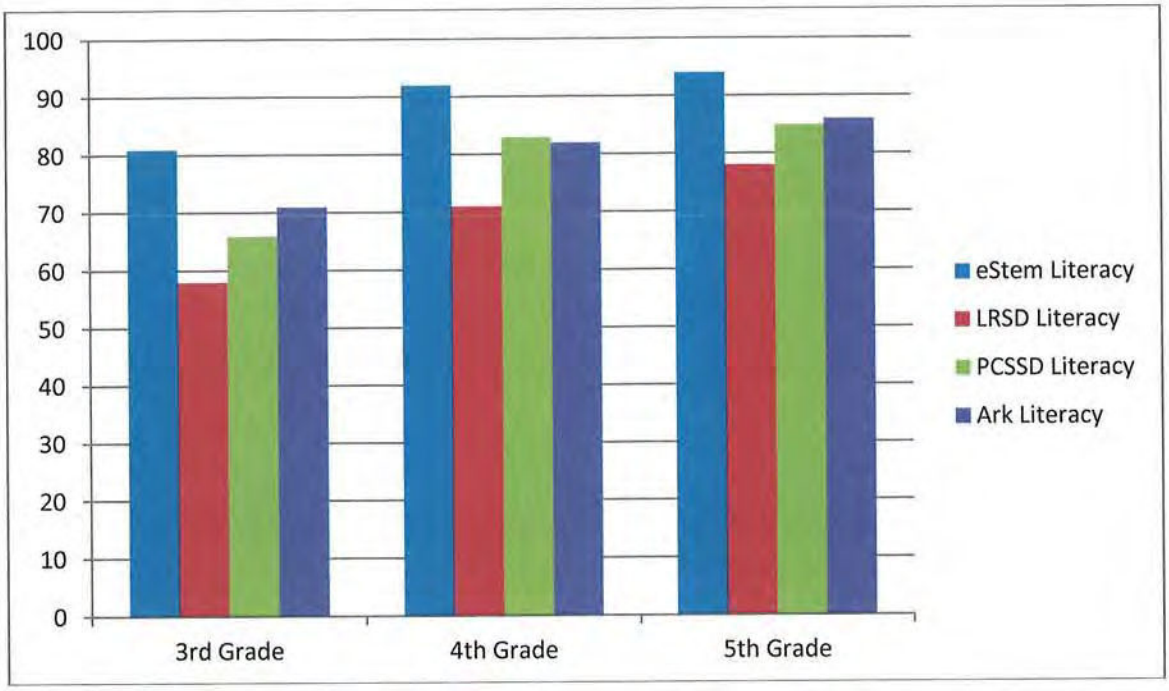
Combined Population, Class of 2018 – Literacy Benchmark % Proficient/Advanced



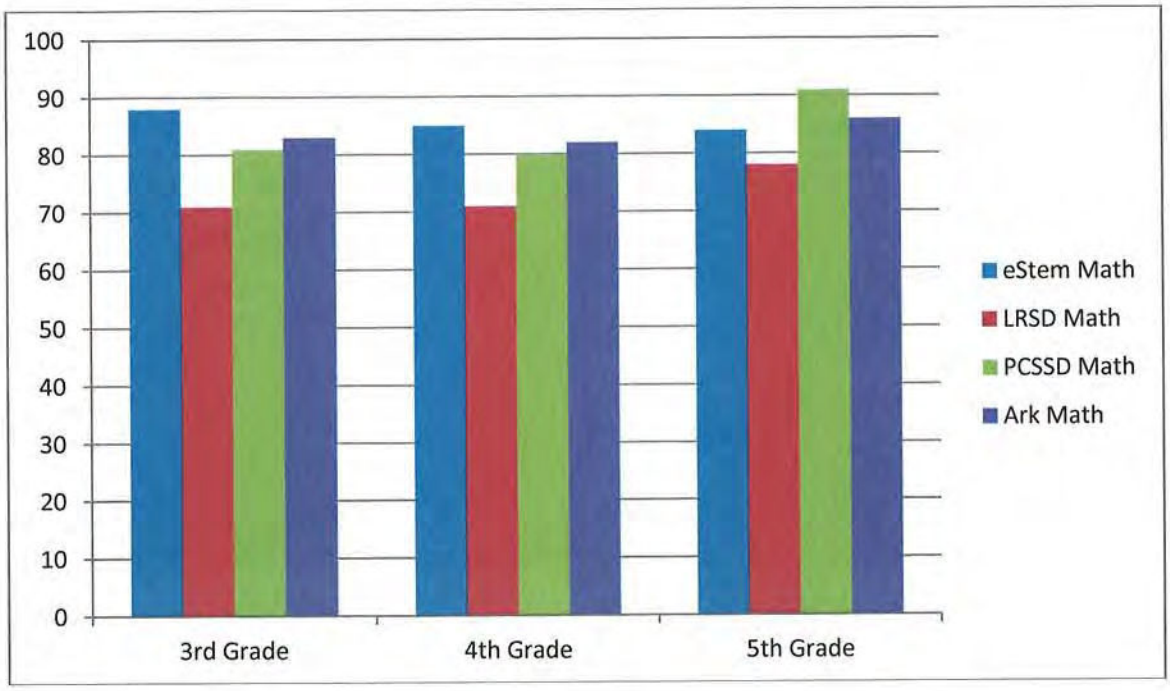
Combined Population, Class of 2018 – Math Benchmark % Proficient/Advanced



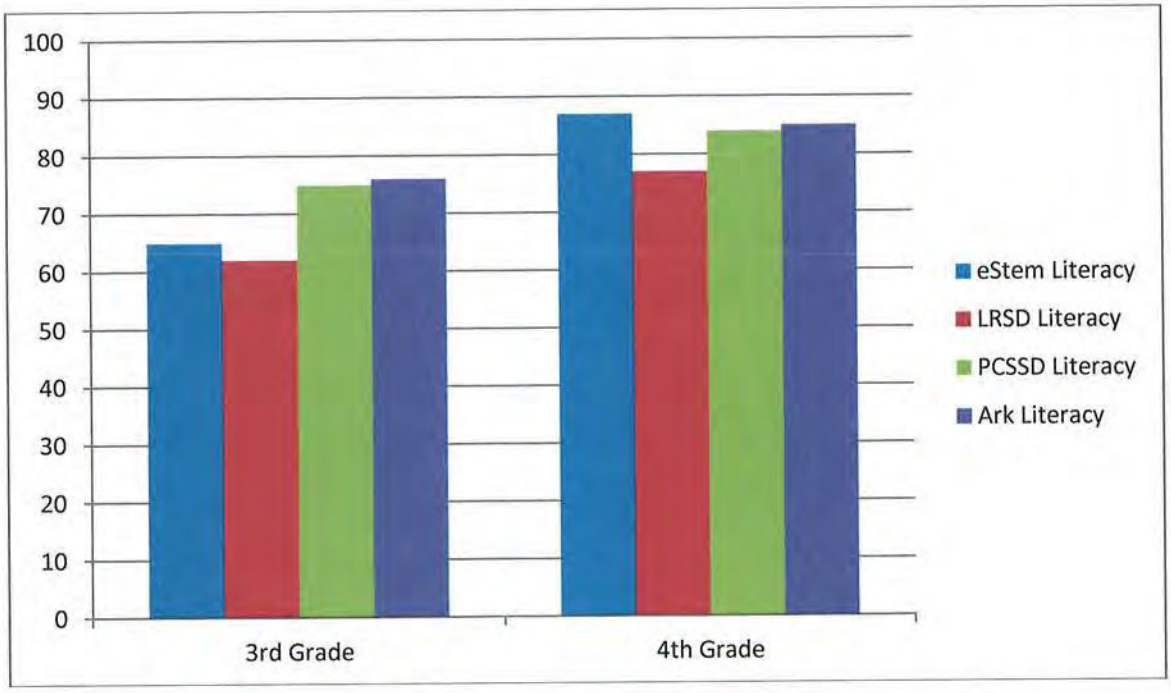
Combined Population, Class of 2019 – Literacy Benchmark % Proficient/Advanced



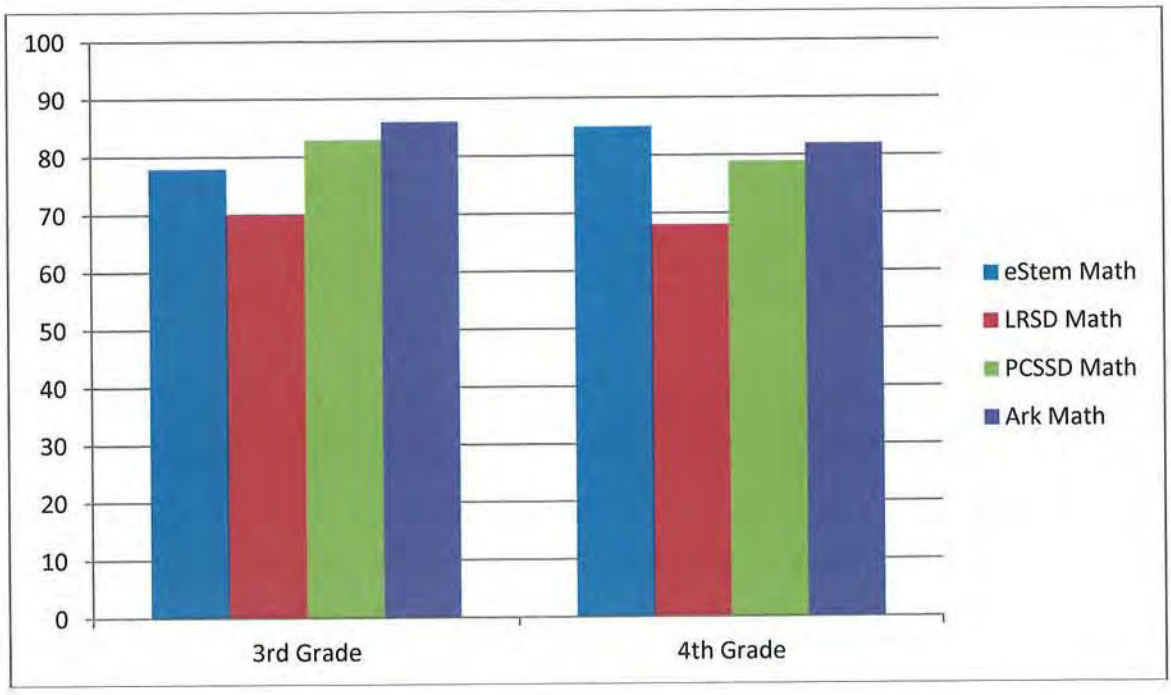
Combined Population, Class of 2019 – Math Benchmark % Proficient/Advanced



Combined Population, Class of 2020 – Literacy Benchmark % Proficient/Advanced

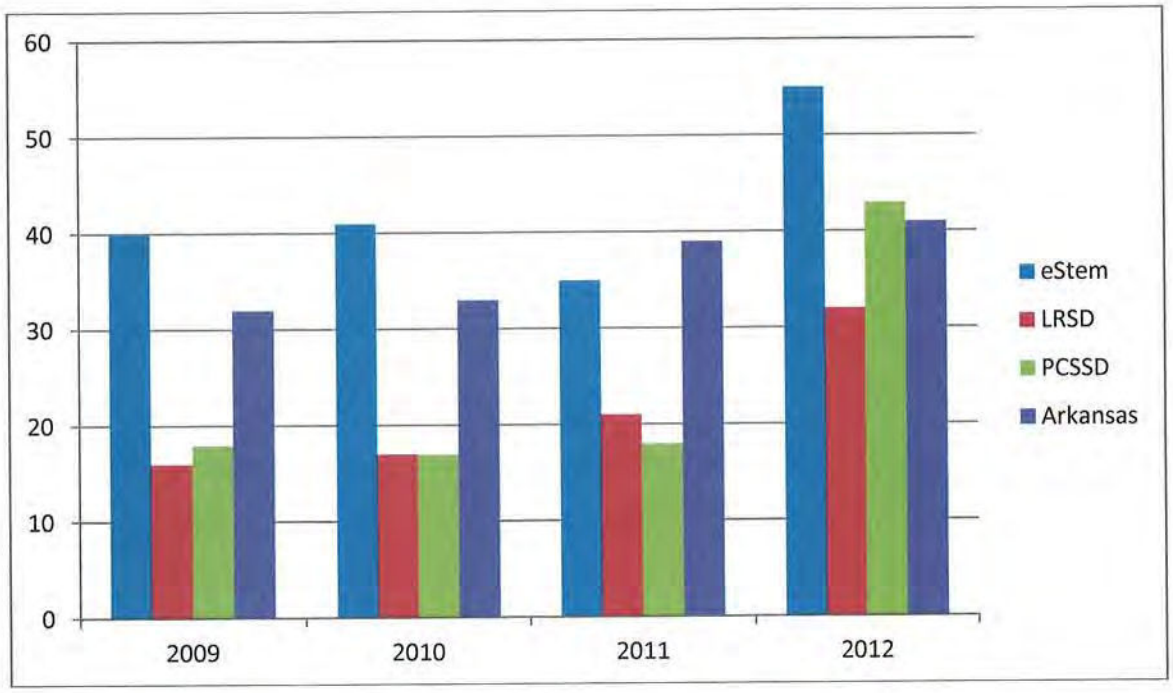


Combined Population, Class of 2020 – Math Benchmark % Proficient/Advanced

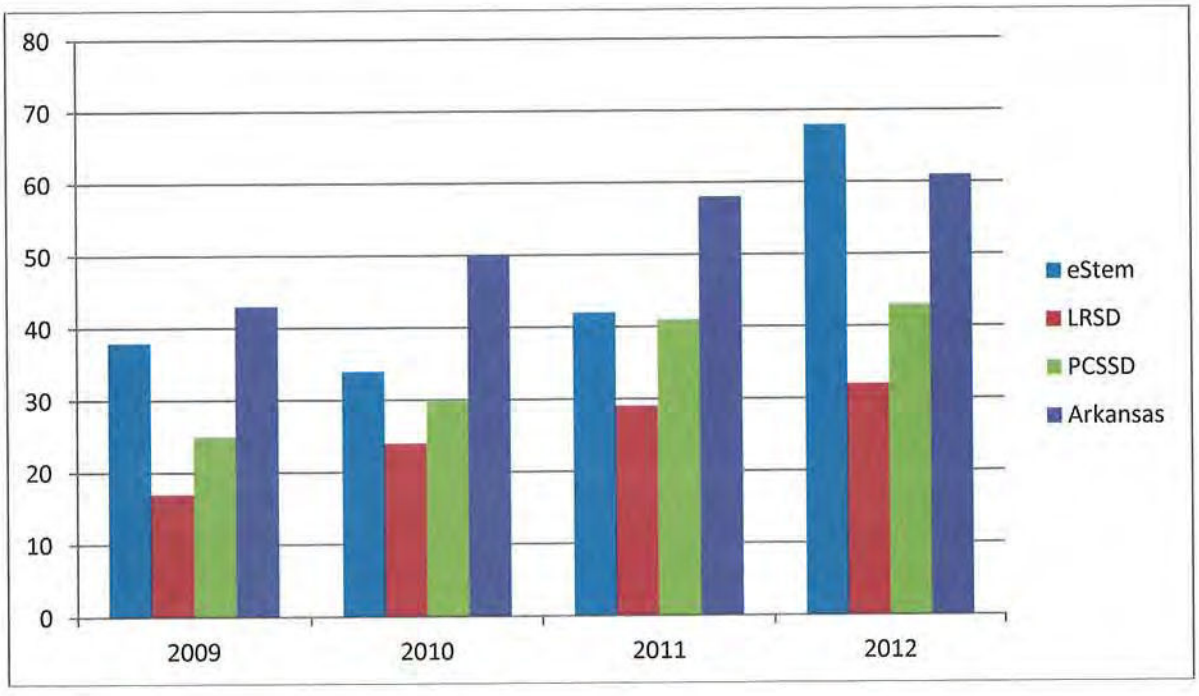


The following charts reflect the percentage of students scoring at a Proficient and Advanced level on state-mandated criterion-referenced science assessments from 2009-2012. Science is a critical component of a well-rounded STEM curriculum.

Combined Population, 7th Grade Science % Proficient/Advanced



Combined Population, 5th Grade Science % Proficient/Advanced



Narrative description of progress toward goal:

Literacy – All three schools have shown strong increases when comparing 2011-2012 achievement levels to the baseline year. Specific notice can be made of a large increase at the middle school level from 2011 to 2012. This coincides with the implementation of the Daily 5 classroom management program in all literacy classes at that level. The Daily 5 program is now being implemented in all levels at the elementary school in the 2012-2013 school year. With the shift away from AYP goals to school-specific Annual Measurable Objectives (AMO) in the 2011-2012 school year, new focus has been placed on the performance of the TAGG group. TAGG group performance for all three schools in the area of literacy exceeded the AMOs for the year.

Mathematics – Performance levels in the area of mathematics have been more uneven when considering the period from the baseline year to the 2011-2012 school year. Combined population performance has increased in all three schools in comparison with the baseline year. At the middle and high school levels, performance for economically-disadvantaged and African-American subgroups have increased as well. At the elementary level, performance for these subgroups has not increased. With the shift away from AYP goals to school-specific AMOs in the 2011-2012 school year, new focus has been placed on the performance of the TAGG group. TAGG group performance for the elementary and high schools in the area of mathematics exceeded the AMOs for the year. Performance for the TAGG group at the middle school fell slightly below the AMO.

Goal 1 (B) – During the first three years of operation, the goal will be to have 20% of students within each subgroup who score at the basic or below basic level to advance to at least the proficient level.

Methods used for assessing progress toward goal:

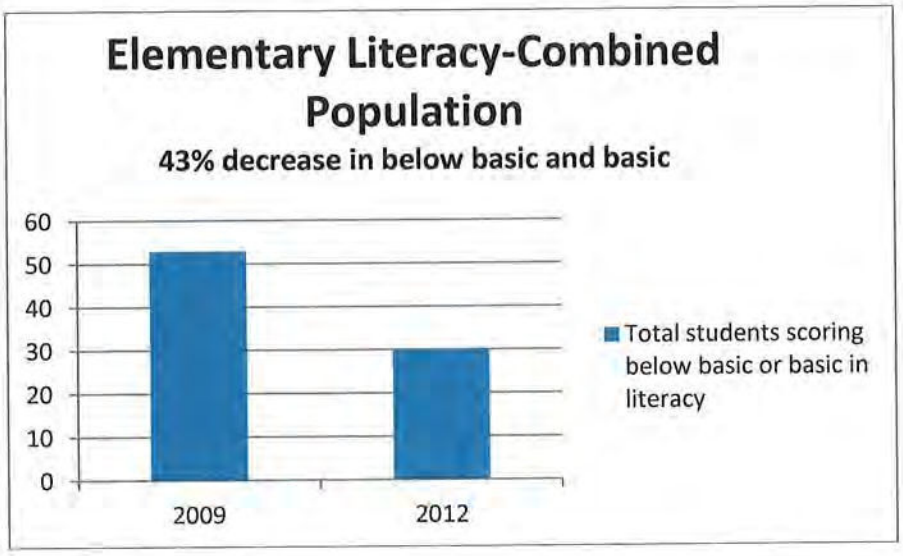
eStem Elementary and Middle Schools: A comparison of the number of students scoring basic and below basic in the combined population, as well as subgroup populations for African-American and economically-disadvantaged students, in the baseline year of 2008-2009 versus the number of those students still scoring at basic or below basic levels in 2011-2012 was conducted. These are subgroups for which eStem schools met the N of 40 students in order to have data reported. As students complete the benchmark assessment annually in grades 3 through 8, this allows for longitudinal comparisons of individual students as they progress through the school system over time.

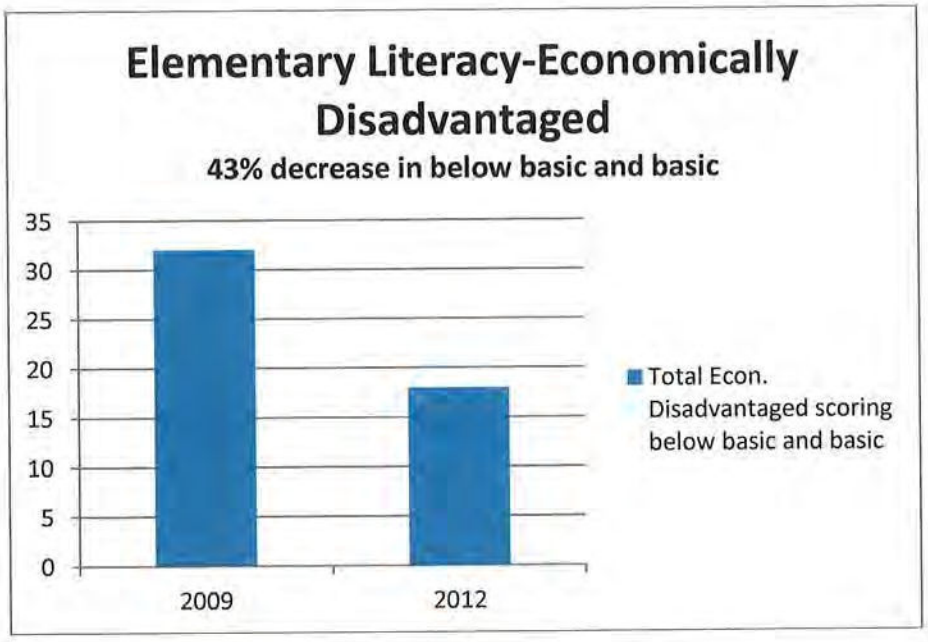
eStem High School: A comparison of the number of students scoring basic and below basic in the combined population, as well as subgroup populations for African-American and economically-disadvantaged students, between the baseline year of 2010-2011 and 2011-2012 was conducted. These are subgroups for which eStem schools met the N of 40 students in order to have data reported.

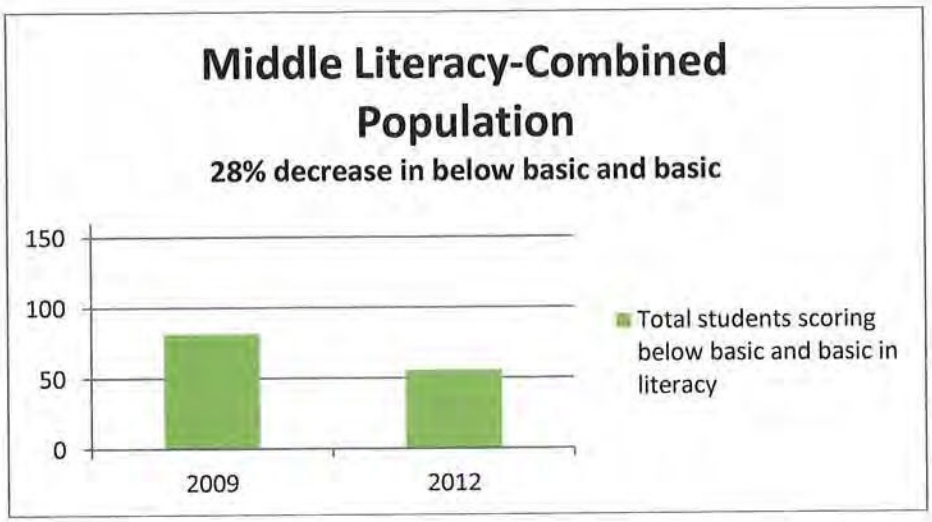
The 2011 data was chosen as the baseline year as the school more than doubled in population that year (from 182 students to 367 students), thus the school was granted "new school" status by the Arkansas Department of Education for accountability purposes. Note: these comparison groups include different students as high school students take end-of-course assessments upon completing specific courses.

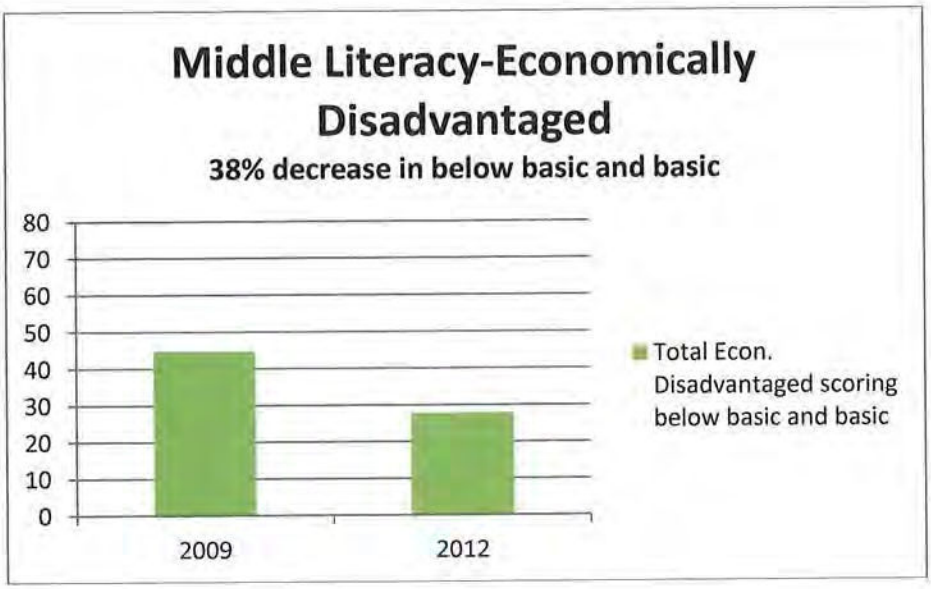
Data reflecting progress toward goal:

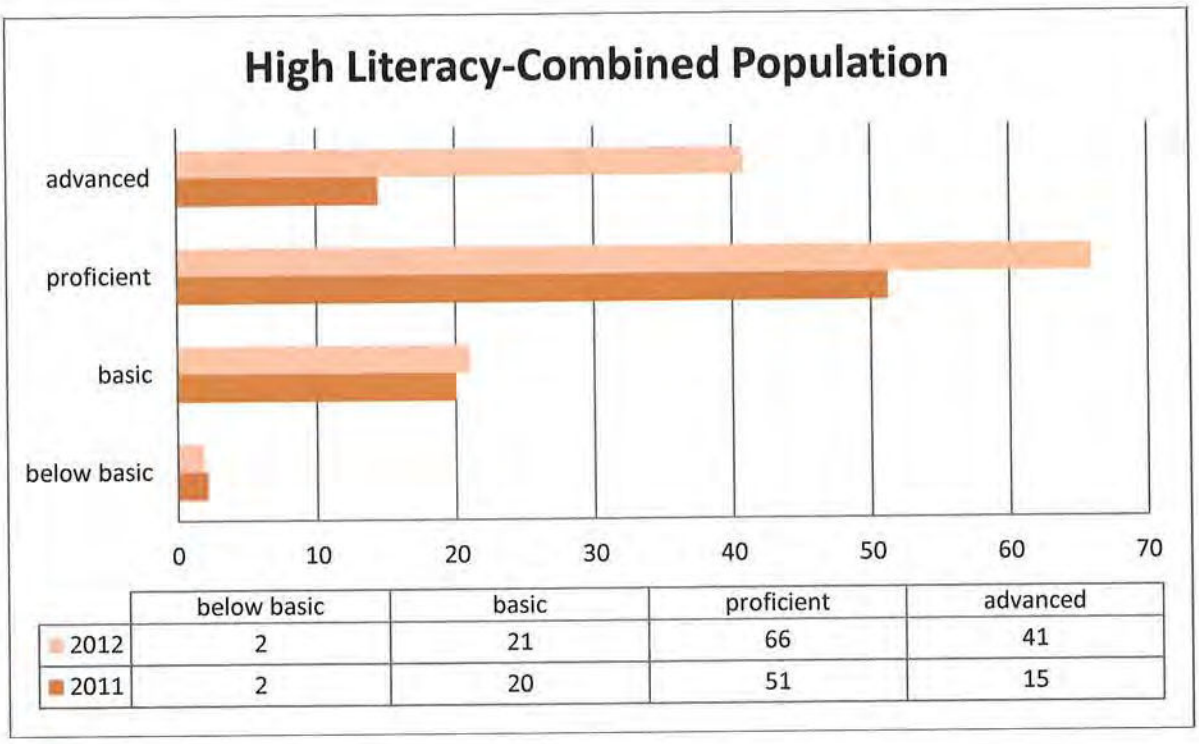
The following charts reflect the total number of students who scored at the Basic or Below Basic level on state-mandated criterion-referenced assessments in 2009 in comparison to the total number of those same students who scored at the Basic or Below Basic level on the assessments in 2012.



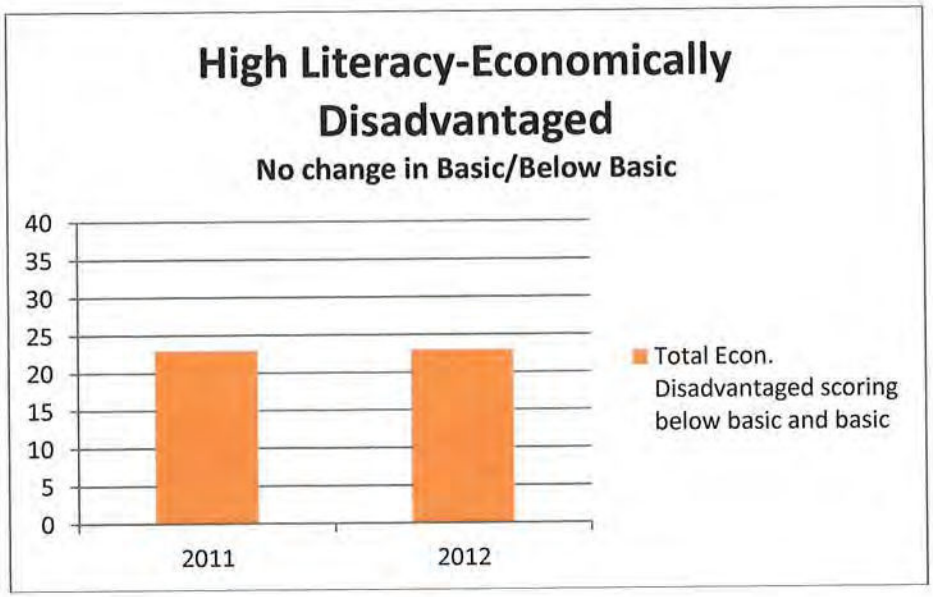


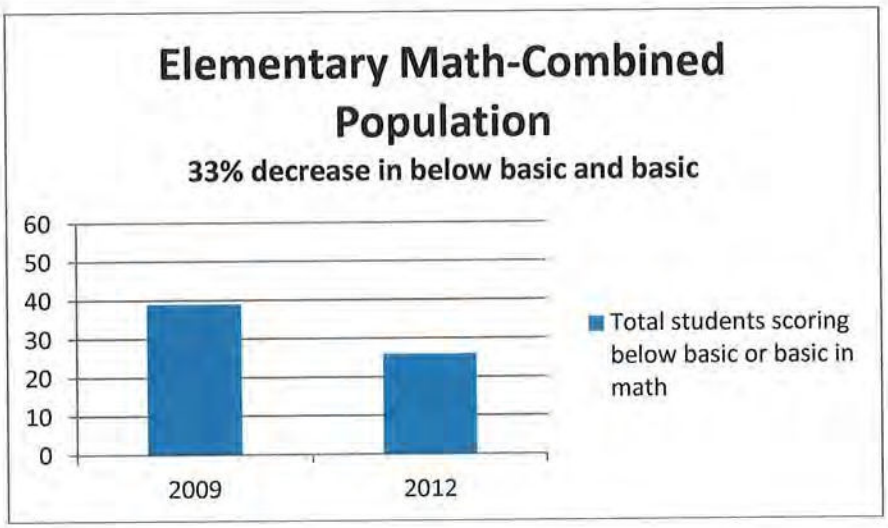

Middle Literacy-Combined Population
28% decrease in below basic and basic
150
100
50
0
2009
2012
Total students scoring below basic and basic in literacy

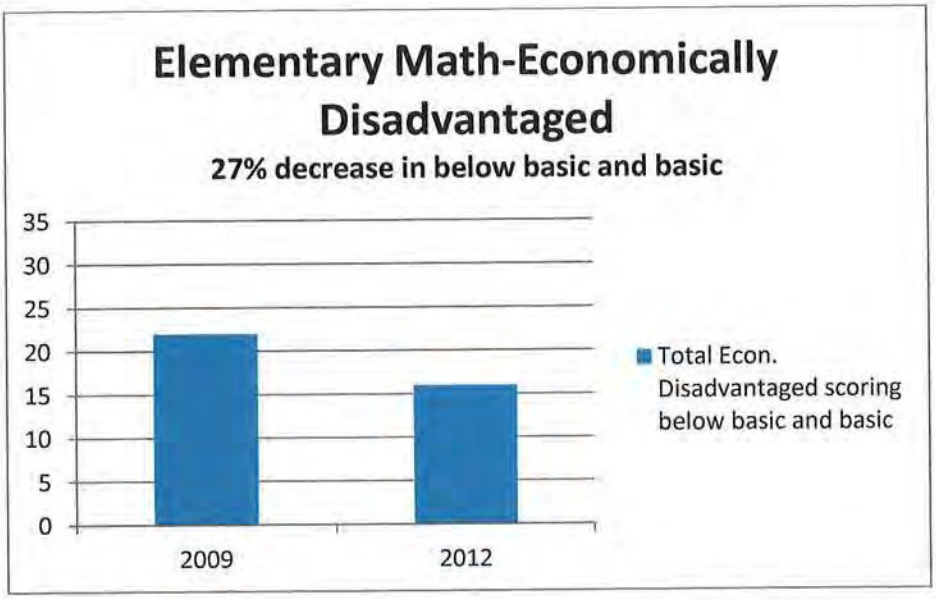

Middle Literacy-Economically Disadvantaged
38% decrease in below basic and basic
80
70
60
50
40
30
20
10
0
2009
2012
Total Econ. Disadvantaged scoring below basic and basic

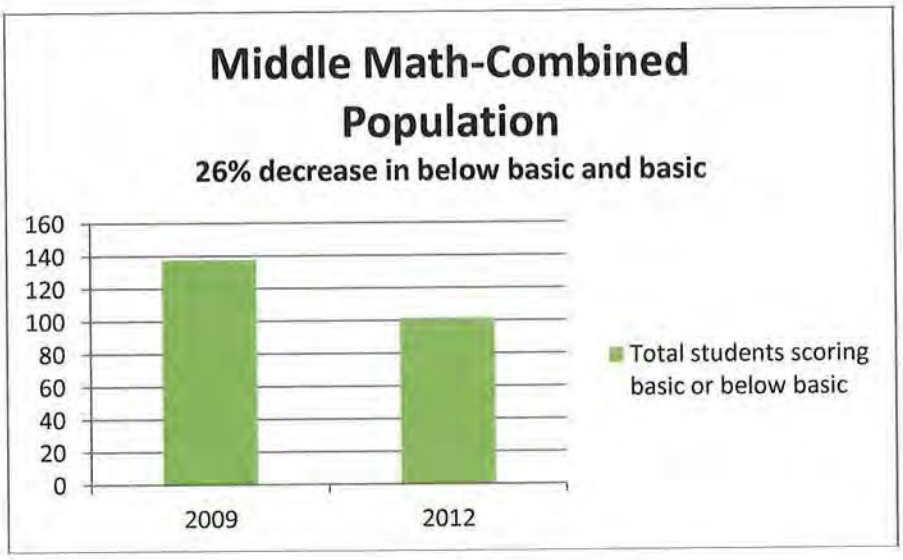


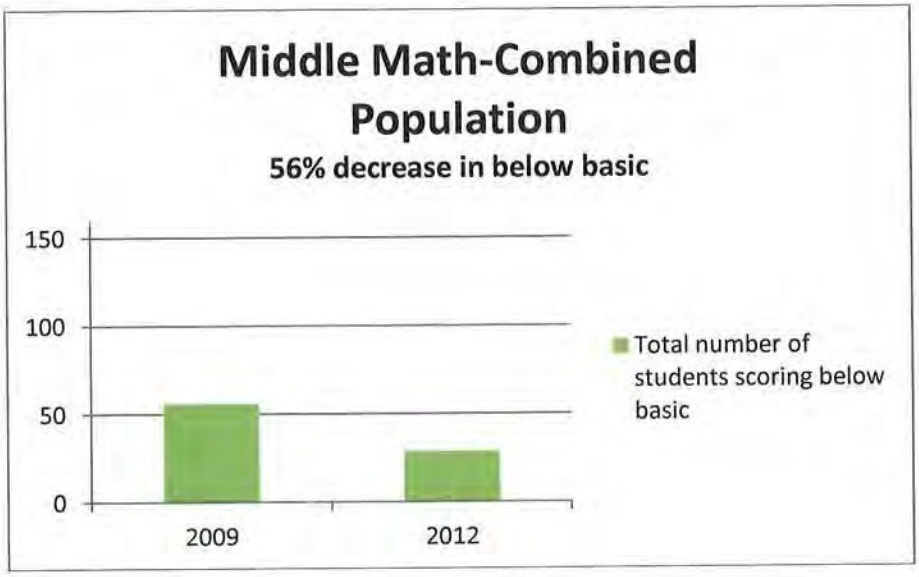
	below basic	basic	proficient	advanced
2012	2	21	66	41
2011	2	20	51	15

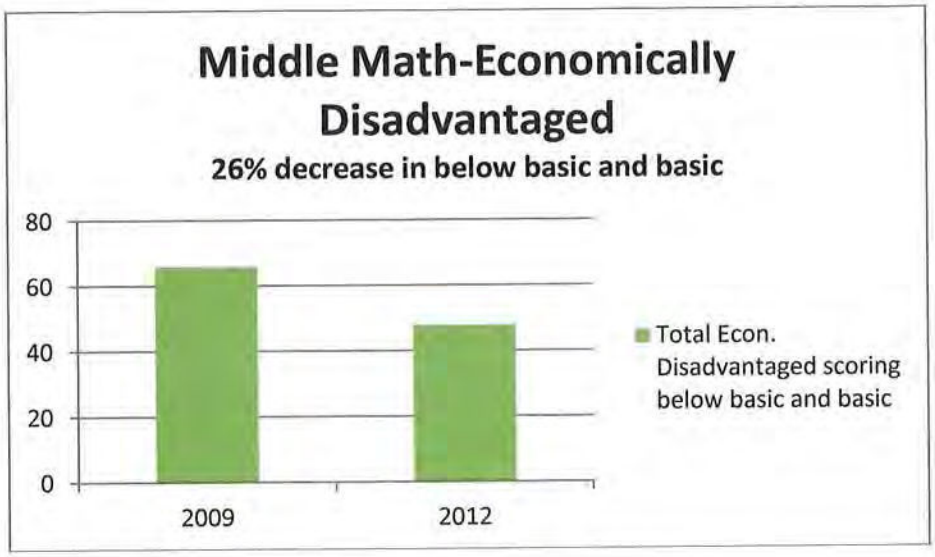


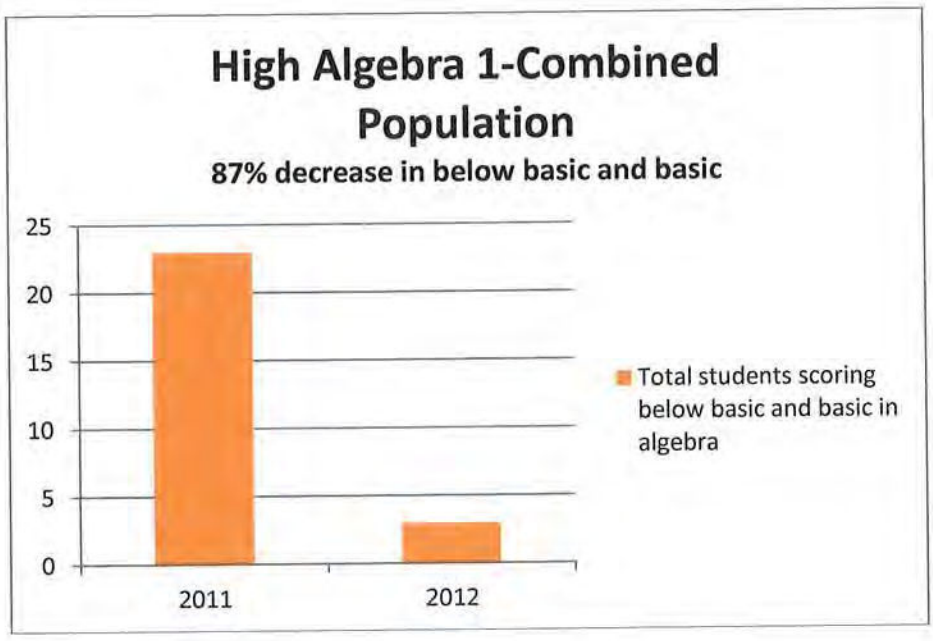

Elementary Math-Combined Population
33% decrease in below basic and basic
60
50
40
30
20
10
0
2009
2012
Total students scoring below basic or basic in math

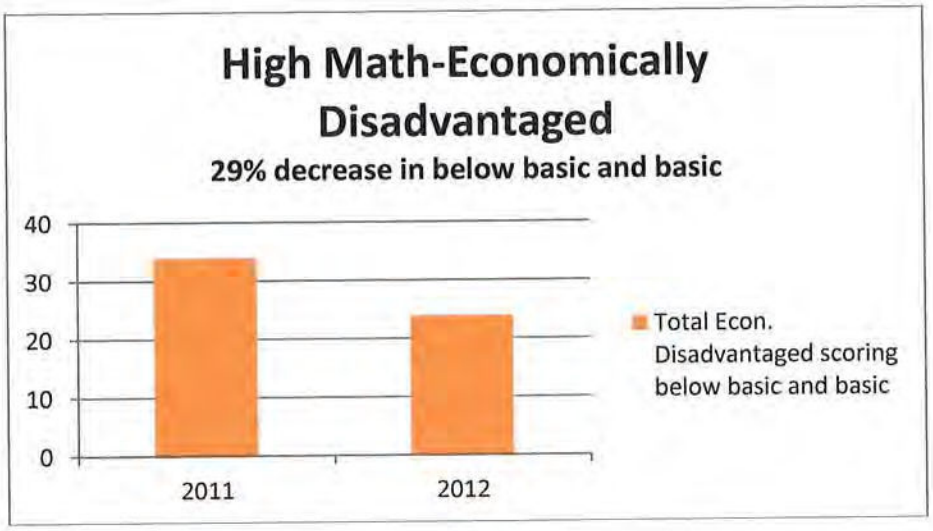

Elementary Math-Economically Disadvantaged
27% decrease in below basic and basic
35
30
25
20
15
10
5
0
2009
2012
Total Econ. Disadvantaged scoring below basic and basic


Middle Math-Combined Population
26% decrease in below basic and basic
160
140
120
100
80
60
40
20
0
2009
2012
Total students scoring basic or below basic


Middle Math-Combined Population
56% decrease in below basic
150
100
50
0
2009
2012
Total number of students scoring below basic


Middle Math-Economically Disadvantaged
26% decrease in below basic and basic
80
60
40
20
0
2009
2012
Total Econ. Disadvantaged scoring below basic and basic


High Algebra 1-Combined Population
87% decrease in below basic and basic
25
20
15
10
5
0
2011
2012
Total students scoring below basic and basic in algebra


High Math-Economically Disadvantaged
29% decrease in below basic and basic
40
30
20
10
0
2011
2012
Total Econ. Disadvantaged scoring below basic and basic

Narrative description of progress toward goal:

The eStem schools have exceeded the goal of advancing at least 20% of students from below basic and basic levels of performance to the proficient (or advanced) level at both the elementary and middle schools. These improvements are reflected in the combined population as well as in the identified subgroup populations. Students who began their enrollment at the eStem schools in 2008-2009 scoring below grade level on the state-mandated criterion referenced exams have made tremendous progress resulting in large reductions in the numbers of students scoring below grade level. While literacy growth has exceeded growth in mathematics performance at the middle school, a high point is found in the fact that the number of students scoring at the below basic level has decreased from 58 to 25 (a decrease of 56%). While these students may not have achieved proficiency yet, they are making steady progress toward grade level performance.

At the high school level, individual comparisons of students are not possible as students do not complete an annual exam (as students in grade 3-8 do); therefore, comparisons can only be made between separate cohorts of students. While the number of students completing the Grade 11 Literacy exam increased from 88 to 130 from 2010-2011 to 2011-2012, the number of students scoring below grade level remained constant, thus resulting in a much larger number of students scoring at or above grade level. Among the economically disadvantaged subgroup, no students scored at the below basic level in 2012. In the area of Algebra 1, the number of students scoring below grade level dropped from 23 to 3. This is further evidence of the tremendous progress being made in student achievement among eStem students.

Goal 2 – On average, students in the school for at least two years will show improvement as measured by Complete Battery percentile ranks on state-mandated norm-referenced tests. The level of improvement will meet or exceed state averages.

Methods used for assessing progress toward goal:

In an effort to use the most accurate data to assess improvement on state-mandated norm-referenced exams, we have used the 2010-2011 and 2011-2012 ITBS (augmented benchmark) average percentile scores (NPR). We compared two consecutive years of testing performance to evaluate the growth of students who had attended eStem schools for at least two years. We have not included data from the years prior to 2010-2011 because of the change in testing instrument used for the state-mandated norm-referenced testing that occurred that school year. As the eStem schools opened in the 2008-2009 school year, we did not have sufficient data on students who had been enrolled for at least two years in our schools in order to make the data from the Stanford-10 assessment (given during the 2008-2009 and 2009-2010 school years) relevant to assessing progress toward this goal.

Additionally, due to the differences in the nature of the assessments provided in grades K-2 and grades 3-9, as well as the fact that scores for these separate groups are not reported for like categories, it was only possible to include growth for students beginning in grade 3 and proceeding through grade 9.

Data reflecting progress toward goal:

STUDENTS ENROLLED AT ESTEM FOR AT LEAST TWO YEARS

Grade Level/Area Assessed	Average NPR for 2010-2011	Grade Level/Area Assessed	Average NPR for 2011-2012	Change in Average NPR (2011-2012 vs. 2010-2011)
3rd Reading	58	4th Reading	64	+6
3rd Math	58	4th Math	65	+7
4th Reading	64	5th Reading	60	-4
4th Math	68	5th Math	63	-5
5th Reading	54	6th Reading	55	+1
5th Math	54	6th Math	56	+2
6th Reading	46	7th Reading	61	+15
6th Math	52	7th Math	58	+6
7th Reading	63	8th Reading	61	-2
7th Math	58	8th Math	63	+5
8th Reading	57	9th Reading	58	+1
8th Math	56	9th Math	59	+3

STUDENTS ENROLLED IN ARKANSAS PUBLIC SCHOOLS

Grade Level/Area Assessed	Average NPR for 2010-2011	Grade Level/Area Assessed	Average NPR for 2011-2012	Change in Average NPR (2011-2012 vs. 2010-2011)
3rd Reading	51	4th Reading	52	+1
3rd Math	57	4th Math	62	+5
4th Reading	52	5th Reading	47	-5
4th Math	62	5th Math	57	-5
5th Reading	47	6th Reading	47	0
5th Math	57	6th Math	58	+1
6th Reading	47	7th Reading	51	+4
6th Math	57	7th Math	55	-2
7th Reading	51	8th Reading	54	+3
7th Math	55	8th Math	56	+1
8th Reading	53	9th Reading	49	-4
8th Math	55	9th Math	56	+1

COMPARISON OF CHANGE IN AVERAGE NPR
STUDENTS ENROLLED AT ESTEM FOR AT LEAST TWO YEARS VS. STUDENTS ENROLLED IN ARKANSAS PUBLIC SCHOOLS

Grade Level/Area Assessed	Change in eStem Student Performance	Change in Arkansas Student Performance	Difference
3rd to 4th grade Reading	+6	+1	eStem exceeds (+5)
3rd to 4th grade Math	+7	+5	eStem exceeds (+2)
4th to 5th grade Reading	-4	-5	eStem exceeds (+1)
4th to 5th grade Math	-5	-5	No difference
5th to 6th grade Reading	+1	0	eStem exceeds (+1)
5th to 6th grade Math	+2	+1	eStem exceeds (+1)
6th to 7th grade Reading	+11	+4	eStem exceeds (+7)
6th to 7th grade Math	+6	-2	eStem exceeds (+8)
7th to 8th grade Reading	0	+3	AR exceeds (+3)
7th to 8th grade Math	+5	+1	eStem exceeds (+4)
8th to 9th grade Reading	+1	-4	eStem exceeds (+5)
8th to 9th grade Math	+3	+1	eStem exceeds (+2)

Narrative description of progress toward goal:
A comparison of data for students attending eStem for at least two years with students enrolled in Arkansas public schools shows that eStem growth meets or exceeds Arkansas growth in 11 of 12 testing groups. Overall, students at eStem showed improvement in 9 of 12 testing groups.

Goal 3 – Maintain a racial balance that includes between 20 and 41% minority enrollment.

Methods used for assessing progress toward goal:

In assessing progress toward this goal, data from Cycle 2 (October 1) enrollment reports was analyzed. Demographic data from the 2010 population census for Pulaski County, Arkansas was included as well as a majority of students enrolled at eStem come from that geographical area.

Data reflecting progress toward goal:

eStem Elementary Enrollment Counts

Race	10-1-2008	10-1-2009	10-1-2010	10-1-2011	10-1-2012
American Indian/Eskimo	0.28%	0.84%	0.55%	0.43%	0.85%
Asian/Pacific Islander	2.79%	3.06%	2.76%	3.86%	2.97%
Black	54.75%	49.86%	44.48%	46.78%	45.22%
Hispanic	4.19%	3.90%	5.80%	3.65%	4.25%
White	37.99%	40.67%	43.92%	43.56%	45.01%
Two or More	N/A	1.67%	2.49%	1.72%	1.70%
Total	100%	100%	100%	100%	100%

eStem Middle Enrollment Counts

Race	10-1-2008	10-1-2009	10-1-2010	10-1-2011	10-1-2012
American Indian/Eskimo	0.51%	0.77%	0.60%	0.20%	0.59%
Asian/Pacific Islander	2.28%	2.05%	1.59%	1.99%	2.16%
Black	52.91%	49.74%	50.40%	46.72%	47.74%
Hispanic	5.06%	5.38%	4.78%	4.37%	4.52%
White	39.24%	41.03%	39.84%	43.94%	42.83%
Two or More	N/A	1.03%	2.79%	2.78%	2.16%
Total	100%	100%	100%	100%	100%

eStem High Enrollment Counts

Race	10-1-2008	10-1-2009	10-1-2010	10-1-2011	10-1-2012
American Indian/Eskimo	1.22%	2.20%	1.09%	0.41%	0.00%
Asian/Pacific Islander	3.66%	3.30%	1.91%	1.43%	3.17%
Black	54.88%	40.66%	47.14%	47.75%	46.53%
Hispanic	8.54%	10.99%	9.81%	8.40%	7.33%
White	31.71%	41.21%	37.87%	35.66%	36.24%
Two or More	N/A	1.65%	2.18%	6.35%	6.73%
Total	100%	100%	100%	100%	100%

Child Count (Students Served under IDEA - Special Education)

School	12-01-2008	12-01-2009	12-01-2010	12-01-2011	12-01-2012
eStem Elementary	14	14	19	36	36
eStem Middle	8	12	17	36	30
eStem High	1	4	11	22	33
Total	23	30	47	94	99

Pulaski County, Arkansas (2010 Community Survey)

Race	Population (Number)	Population (Percentage)
White	220,051	57.36%
Black	133,858	34.89%
Hispanic or Latino	22,168	5.79%
Asian	7,505	1.96%
Total	383,582	100%

Narrative description of progress toward goal:

In the original charter proposal, a lottery system (weighted to maintain a racial balance) was proposed for use in the admission process. The approved charter included the requirement that a random, anonymous lottery be used when assigning students. Through the use of this admission process, the schools have maintained racial balances that exceed the original goal of having between 20 and 41% minority enrollment. When compared with the population of Pulaski County, the eStem schools are substantially more diverse in terms of racial composition. The eStem schools will continue to recruit students for our lottery pool that reflect the diversity of our community; however, as the random, anonymous selection process is beyond our immediate control, we will not set a specific goal for the percentage of minority enrollment.

Section III—B

New Performance Goals

The three eStem schools will meet or exceed the ESEA Annual Measurable Objectives (AMO) for performance for "All Students" and for the "Targeted Achievement Gap Group" as identified by the Arkansas Department of Education (ADE) on the state-mandated criterion-referenced assessments by 2017. Based on the fact that there will be major transitions in the state and national assessment process during our charter renewal timeline, we request the ability to reexamine and adjust our performance goals based on any new requirements and outcomes produced by the new assessment system.

Performance Goals – Literacy:

School	2017 AMO for All Students	2017 AMO for Targeted Achievement Gap Group
eStem Elementary	89.24	82.82
eStem Middle	86.17	78.87
eStem High	87.34	82.26

Growth Goals-Literacy:

School	2017 AMO for All Students	2017 AMO for Targeted Achievement Gap Group
eStem Elementary	95.52	92.43
eStem Middle	85.35	80.13

Performance Goals-Mathematics:

School	2017 AMO for All Students	2017 AMO for Targeted Achievement Gap Group
eStem Elementary	90.83	85.16
eStem Middle	86.61	79.23
eStem High	75.46	64.82

Growth Goals-Mathematics:

School	2017 AMO for All Students	2017 AMO for Targeted Achievement Gap Group
eStem Elementary	84.62	77.28
eStem Middle	82.22	73.92

Goals for transition grade levels:

eStem Elementary:

By 2022, 75% of 4th grade students will perform at or above grade level on NWEA assessments. Grade level performance will be determined by comparison with performance of national norm group.

On average, students enrolled at eStem for two years or more will meet or exceed the annual state average grade level growth in the areas of reading and/or mathematics on state-approved norm-referenced assessments.

eStem Middle:

By 2022, 75% of 8th grade students will perform at or above grade level on NWEA assessments. Grade level performance will be determined by comparison with performance of national norm group.

On average, students enrolled at eStem for two years or more will meet or exceed the state annual average grade level growth (percentile rank) in the areas of reading and/or mathematics on state-approved norm-referenced assessments.

eStem High:

By 2022, 100% of 12th grade students who attend eStem for at least grades 9-12 will graduate on time with their class. This will be assessed by examination of official graduation status on transcripts.

By 2022, 95% of 12th grade students who attend eStem for at least grades 9-12 will pursue higher education, technology training/certification, and/or military enrollment. This will be assessed by enrollment documentation obtained from graduates and institutions.

By 2026, 75% of 12th grade students who attend eStem for at least grades 9-12 will have successfully completed at least one Advanced Placement or concurrent credit course. Successful completion will be defined as achieving a course grade of at least a "C" and/or scoring at a level of 3 or higher on the AP exam. While this is a high bar, we believe that a renewal of our charter for a minimum of 13 years will ensure that we have the opportunity to work with a group of students for their full educational experience from kindergarten to high school graduation.

Section IV—A

Academic Performance Test Data

An important note to make when considering the comparisons presented by ADE is that the grade structure of eStem schools is different from the grade structure of the comparison district. For example, eStem Elementary data reflects grades 3 and 4, while the comparison district elementary data reflects grades 3, 4, and 5. At the middle school level, eStem data reflects grades 5, 6, 7, and 8 while the comparison district reflects grades 6, 7, and 8 at the middle level. Considerations based on this data thus do not reflect an "apples to apples" comparison.

Literacy – Overall performance measures on the state-mandated criterion-referenced assessments indicate that progress has been made at all three levels (elementary, middle, and high). Scores have improved from the baseline year in the elementary school from 66.9% to 76.4% proficient/advanced (P/A), in the middle school from 77.2% to 86.5% P/A and in the high school from 74.7% to 82.3% P/A.

Literacy performance for the economically-disadvantaged subgroup has also indicated strong growth. Scores have improved from the baseline year in the elementary school from 52.9% to 67.2% P/A, in the middle school from 64.8% to 75.9% P/A, and in the high school from 62.1% to 72.4% P/A.

As literacy serves as the basis for the ability to succeed in all content areas, we have placed a great focus on ensuring that our students develop strong reading and writing skills during the initial charter period. These efforts continue to result in gains for our students. Our performance with economically-disadvantaged students outpaces the comparison district at all levels with the largest gaps found at the middle school (**14.8% higher**) and high school (**26.3% higher**).We believe the results in literacy indicate tremendous progress toward achieving our goals.

Mathematics – Overall performance measures on state-mandated criterion-referenced assessments indicate that progress has been made at the elementary and high school levels, while growth has been minimal at the middle school level on the benchmark exams. Scores have improved from the baseline year in the elementary school from 75.6% to 81.5% P/A and in the middle school from 71.7% to 72.1% P/A on the benchmark exams. Mathematics performance for the economically-disadvantaged subgroup has indicated slight growth at the elementary level (from 67.6% to 68.8% P/A) with a decline at the middle level (from 60.2% to 53.8% P/A).

Performance on the EOC Algebra 1 exam for the combined population has indicated extraordinary growth at both the middle and high school levels. At the middle school, scores on the EOC Algebra 1 exam have improved from 64.2% P/A in the baseline year to 89.9% P/A in 2012. Scores at the high school level have improved from 66.7% to 85.2% P/A when comparing the initial opening year to 2012; however, when considering the "new school" status granted the high school by ADE in 2011, scores have improved from 37.8% in the baseline year to 85.2%

P/A in 2012. This improvement is also evidenced in the scores for the economically-disadvantaged subpopulation where middle school scores improved from 50% to 86.7% P/A while high school scores improved from 18.2% to 83.3% P/A.

Performance on the EOC Geometry exam indicates continued exceptional performance for the combined population at the middle school level where scores have improved slightly from 91.3% P/A in the baseline year to 92.4% P/A in 2012. Scores in the high school have shown a decline from the baseline year of 53.5% in 2011 to 50.8% P/A in 2012. While the overall performance for the combined population in the high school has not been as strong, improvement from 2011 to 2012 was shown in the economically-disadvantaged subgroup as scores improved from 31.6% P/A to 42.9% P/A.

While our performance in the area of mathematics on the benchmark exams continues to outpace the comparison district for the economically-disadvantaged subgroup in the elementary school (**5.1% higher**) and in the middle school (**6.5% higher**), we believe these gaps will be maintained with an improved quality of mathematics instruction.

Science - While these are not considered "high stakes" exams, we believe science instruction is a critical component of a well-rounded instructional program, thus we begin hands-on science lab work in kindergarten. Performance on the science benchmark exams in grades 5 & 7 indicate strong growth from the baseline year to 2012. For the combined population, scores rose from 38.6% P/A to 61.7% P/A. These same gains were evidenced in the performance of the economically-disadvantaged subgroup where scores increased from 16.5% to 39.8% P/A.

At the high school level, students completed the EOC biology exam. Performance for the combined population improved slightly from 27.5% in 2011 to 29% in 2012, and for the economically-disadvantaged subgroup from 18.2% to 20.5%.

When the scores for eStem students are matched with the comparison district, eStem students outpace the performance for the comparison group in the combined population (**34.8% higher)** and in the economically-disadvantaged subgroup (**24.2% higher**). We will continue to focus our efforts on increasing the quantity and quality of instructional time spent in hands-on science work.

Updated Data Analysis:

In order to properly assess performance for the eStem Elementary and Middle Schools in comparison to the local school district in the areas of literacy and mathematics, it was necessary to calculate scores for "like" groups. Since the local district grade configuration consists of grades 3, 4, and 5 in elementary and grades 6, 7, and 8 in middle schools, data for eStem students was recalculated using a similar grade configuration. The results are as follows:

Grades 3-5 Benchmark/Literacy – Combined Population

Year	Description	# Tested	Prof + Adv
2012	eStem	303	83.1%
	Little Rock S.D.	3,849	73.0%

Grades 3-5 Benchmark/Literacy – Economically Disadvantaged

Year	Description	# Tested	Prof + Adv
2012	eStem	99	73.7%
	Little Rock S.D.	2,839	66.5%

Grades 3-5 Benchmark/Mathematics – Combined Population

Year	Description	# Tested	Prof + Adv
2012	eStem	303	82.5%
	Little Rock S.D.	3,849	70.1%

Grades 3-5 Benchmark/Mathematics – Economically Disadvantaged

Year	Description	# Tested	Prof + Adv
2012	eStem	303	70.1%
	Little Rock S.D.	3,849	63.7%

Grades 6-8 Benchmark/Literacy – Combined Population

Year	Description	# Tested	Prof + Adv
2012	eStem	373	84.5%
	Little Rock S.D.	6,925	67.4%

Grades 6-8 Benchmark/Literacy – Economically Disadvantaged

Year	Description	# Tested	Prof + Adv
2012	eStem	123	73.1%
	Little Rock S.D.	5,222	61.1%

Grades 6-8 Benchmark/Mathematics – Combined Population

Year	Description	# Tested	Prof + Adv
2012	eStem	373	70.2%
	Little Rock S.D.	6,925	55.6%

Grades 6-8 Benchmark/Mathematics – Economically Disadvantaged

Year	Description	# Tested	Prof + Adv
2012	eStem	123	52.8%
	Little Rock S.D.	5,225	47.3%

Summary: When comparing "like" groups of students (i.e. grades 3-5 and grades 6-8), eStem students outperform the local school district by large margins among the combined population. For the economically disadvantaged subgroup, eStem students outperform similar students from the local school district in literacy and mathematics at both levels. The gaps between economically disadvantaged students at eStem and the comparison district in the area of mathematics range from **5.5%** at the middle school level to **6.4%** at the elementary school level and from **7.2%** in the area of literacy at the elementary school to **12%** at the middle school level.

Section IV—B

Additional Assessments

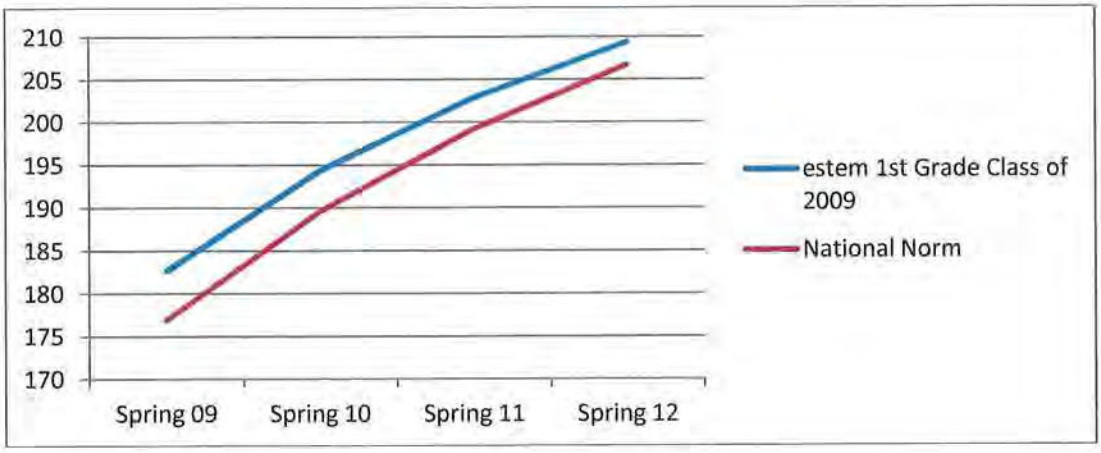
Beginning in July of 2008, all eStem students have participated in norm-referenced assessments through the Northwest Evaluation Association (NWEA). These computer assessments were taken four times each year from the 2008-2009 school year through the 2011-2012 school year. Beginning with the 2012-2013 school year, all students will take the assessments three times per school year. These assessments are used to assess student performance levels on items correlated to the standards being taught in the classrooms. Performance for students at eStem is compared to performance of the national norm group. Growth goals are set for individual students for the school year based on historical data related to growth for similar students (grade and performance level). Instructional approaches and content are adjusted by the classroom teachers based on the data obtained from these assessments. Additionally, an intervention program is implemented for students scoring below grade level based on the specific individual needs of each student.

eStem Cohort Group NWEA Performance

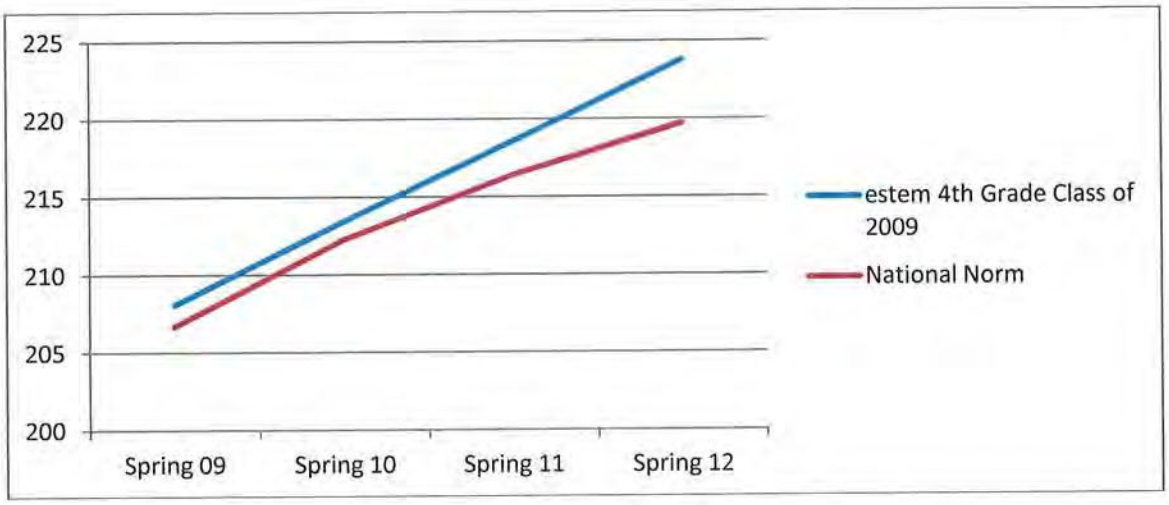
Reading:

Grade Level 2008-2009	Spring 09 RIT	Spring 10 RIT	Spring 11 RIT	Spring 12 RIT
Kindergarten	162.1	185.2	196.4	199.3
1st Grade	182.7	194.4	202.9	209.4
2nd Grade	198.7	204.8	214.1	216.8
3rd Grade	203.9	214.5	217.3	218.2
4th Grade	208.1	213.5	218.6	223.8

Change in Reading Performance vs. National Norm
(eStem 1st Grade Class of 2009)



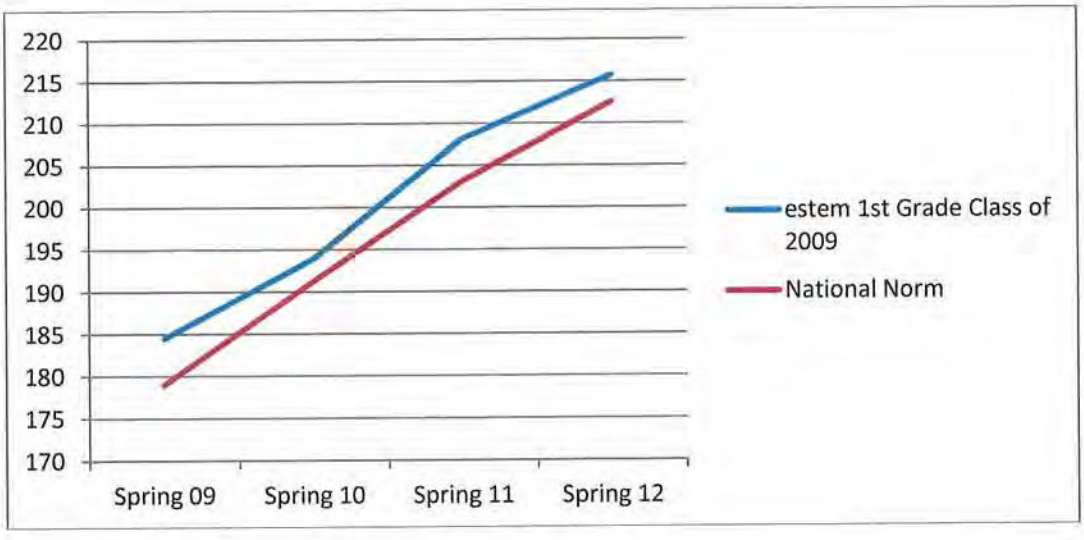
Change in Reading Performance vs. National Norm
(eStem 4th Grade Class of 2009)



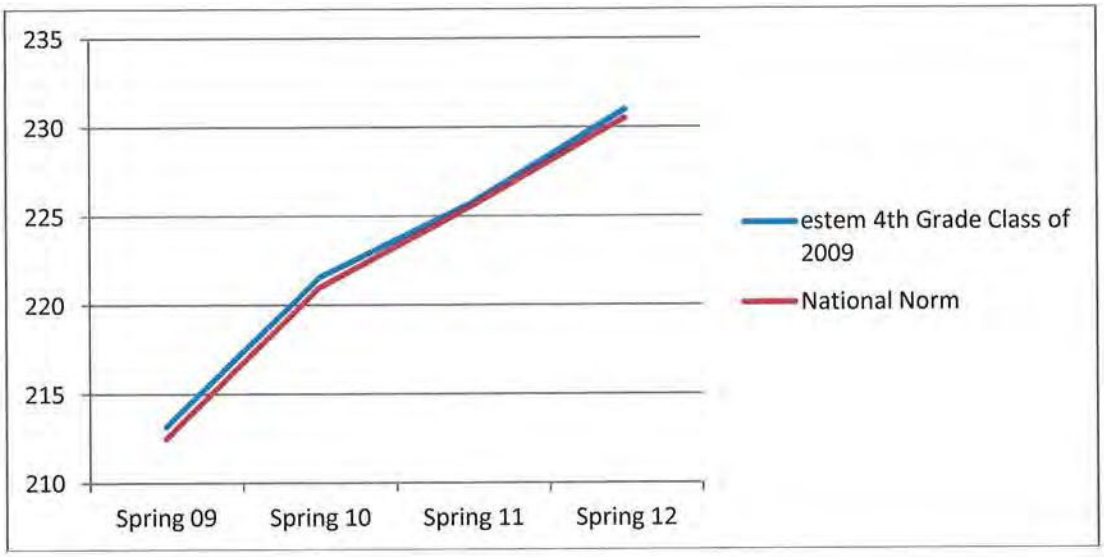
Math:

Grade Level 2008-2009	Spring 09 RIT	Spring 10 RIT	Spring 11 RIT	Spring 12 RIT
Kindergarten	165.1	189	195.1	203.3
1st Grade	184.5	194	208.2	215.7
2nd Grade	195.3	206.4	217.5	222.8
3rd Grade	207.1	217.2	222.5	225.9
4th Grade	213.2	221.6	225.8	231

Change in Math Performance vs. National Norm
(eStem 1st Grade Class of 2009)



Change in Math Performance vs. National Norm
(eStem 4th Grade Class of 2009)



eStem Grade Level NWEA Performance

Reading:

Grade Level	Spring 09 RIT	Spring 10 RIT	Spring 11 RIT	Spring 12 RIT	National Norm RIT
Kindergarten	162.1	164.5	164.4	165.5	157.7
1st Grade	182.7	185.2	184.2	182.1	176.9
2nd Grade	198.7	194.4	196.4	190.2	189.6
3rd Grade	203.9	204.8	202.9	199.3	199.2
4th Grade	208.1	214.5	214.1	209.4	206.7
5th Grade		213.5	217.3	216.8	212.3
6th Grade		223.3	218.6	218.2	216.4
7th Grade		223.4	226.4	223.8	219.7
8th Grade		228	225	227	222.4
9th Grade		230.2	227	226	222.9
10 Grade		230.1	229.3	228.4	223.8

** Students in grades 5-10 did not take the reading test in Spring 09.

Mathematics:

Grade Level	Spring 09 RIT	Spring 10 RIT	Spring 11 RIT	Spring 12 RIT	National Norm RIT
Kindergarten	165.1	169.5	166.3	167.9	159.1
1st Grade	184.5	189	189.7	187.3	179
2nd Grade	195.3	194	195.1	191.4	191.3
3rd Grade	207.1	206.4	208.2	203.3	203.1
4th Grade	213.2	217.2	217.5	215.7	212.5
5th Grade	221.7	221.6	222.5	222.8	221
6th Grade	225.7	232.9	225.8	225.9	225.6
7th Grade	230.6	234.9	233.3	231	230
8th Grade	234.8	239.5	235.8	235.2	234.5

Narrative description of NWEA performance data:

The Office of Educational Policy (OEP) at the University of Arkansas conducted an analysis of NWEA performance data for the eStem schools. The OEP report shows that the progress of eStem students on the NWEA assessments in reading and mathematics exceeds the progress made by the national norm comparison group. The following paragraphs summarize the findings.

"eStem elementary students overall finished the year with gains equivalent to an additional 3.63 months of schooling in math and 3.88 months in reading. For middle school students, the additional gains were equivalent to 1.32 months in math and 2.96 months in reading. At the high school level, the additional gains were equivalent to 12.52 months in reading.

Additional months of schooling were computed by dividing actual eStem student growth by their expected level of growth, and then multiplying this value by nine (the number of months in a school year). Nine is then subtracted from the resulting number to indicate how many additional months of schooling these gains were equal to when compared to a traditional nine month academic schedule. For example, eStem kindergarten students in reading grew 24.45 points in 2009-10, and were expected to grow only 11.50 points.

We found that eStem students in various demographic and academic subgroups also outperformed their expected level of performance in both subjects, with the only exception being those students in the highest quartile of performance in reading. In other words, the results from our NWEA comparisons suggest that eStem students showed substantial improvements in both subjects compared to the level of growth that we would expect these students to show.
The results of our analyses on the impact of eStem enrollment on student achievement were mixed. On the NWEA assessments, eStem students overall outperformed their nationally-normed expected growth goals in both subject areas (math and reading). Further, when we looked at subgroup performance on the NWEA assessments, eStem students outperformed their expected growth goals in nearly all areas. The lone exception was reading performance for students in the 4th (highest) quartile, where there was no difference in performance."

Section V

Finance

Findings for 2010—2011 - submitted March 30, 2012

Finding 2011-1 - Segregation of Duties

Finding disclosed that, primarily due to the limited number of accounting personnel, there are inherent limitations in the schools' segregation of duties related to certain financial transactions, including receiving cash, preparing deposits, reconciling bank statements and recording all transactions and adjustments to the general ledger.

Finding noted in prior year audits? - Yes

Corrective action taken - Additional personnel were hired in the business office; duties are now divided among employees to ensure no one employee has sole oversight of financial functions. On a monthly basis, the Chief Executive Officer will review for accuracy the bank reconciliation journal entries to improve internal control. The Chief Financial Officer will continue to review and approve the receipt of cash and preparing of deposits.

Date by which issue was corrected - The new financial oversight procedures were implemented on July 1, 2012.

Finding 2011-2 - Un-reconciled Amounts in the Cash Accounts

Bank reconciliations were prepared; however, the accounts were not completely reconciled.

Finding noted in prior year audits? - No

Corrective action taken - Management developed procedures to ensure that accounts are reconciled timely and that any un-reconciled amounts are properly investigated.

Date by which issue was corrected - The new procedures were implemented on July 1, 2012

Findings for 2009—2010 - submitted March 30, 2011:

2010-1 - Segregation of Duties

Finding disclosed that, primarily due to the limited number of accounting personnel, there are inherent limitations in the schools' segregation of duties related to certain financial transactions,

including receiving cash, preparing deposits, reconciling bank statements and recording all transactions and adjustments to the general ledger.

Finding noted in prior year audits? - Yes

Corrective action taken - Additional personnel were hired in the finance office; duties are now divided among employees to ensure that no one employee has sole oversight of financial functions.

Date by which issue was corrected - The segregation of duties finding was corrected in July 1, 2010. The job responsibilities for finance staff clearly indicate that no one individual has sole authority for implementing the accounting and procurement processes.

Finding 2010-2 - Recordkeeping and Financial Closing Procedures

Operating expenditures paid by the Charter Management Office (CMO) and subsequently reimbursed by the schools were not recorded timely in the general ledger software maintained on the Arkansas Public School Computer Network (APSCN). Transactions were initially recorded in the CMO's general ledger maintained in QuickBooks and then subsequently summarized on an Excel spreadsheet before being recorded in the general ledger software maintained on APSCN as part of the year end closing and reporting process rather than periodically throughout the year.

Finding noted in prior year audits? - Yes

Corrective action taken - Additional personnel were added in the business office to assist with data entry to ensure that financial transactions are entered into APSCN regularly

Date by which issue was corrected - July 1, 2010

Findings for 2008—2009 – submitted June 30, 2010:

Finding 2009-1 - Segregation of Duties

Finding disclosed that, primarily due to the limited number of accounting personnel, there are inherent limitations in the schools' segregation of duties related to certain financial transactions, including receiving cash, preparing deposits, reconciling bank statements and recording all transactions and adjustments to the general ledger.

Finding noted in prior year audits? - No

Corrective action taken - Additional finance personnel were hired in the business office; duties are now divided among employees to ensure that no one employee has sole oversight of financial functions

Date by which issue was corrected - July 1, 2010

Finding 2009-2 - Recordkeeping and Financial Closing Procedures

Operating expenditures paid by the Charter Management Office (CMO) and subsequently reimbursed by the schools were not recorded timely in the general ledger software maintained on the Arkansas Public School Computer Network (APSCN). Transactions were initially recorded in the CMO's general ledger maintained in QuickBooks and then subsequently summarized on an Excel spreadsheet before being recorded in the general ledger software maintained on APSCN as part of the year end closing and reporting process rather than periodically throughout the year.

Finding noted in prior year audits? - No

Corrective action taken - Additional finance personnel were hired to assist with data entry to ensure that financial transactions were entered into APSCN monthly.

Date by which issue was corrected - Additional finance staff to improve internal control were hired on July 1, 2010.

Finding 2009-3 - Capital assets

The schools have not maintained a Schedule of Capital Assets in accordance with state regulations.

Finding noted in prior year audits? - No

Corrective action taken - Management implemented a process to prepare and maintain a Schedule of Capital Assets which includes accumulated depreciation and the resulting net balance for each asset.

Date by which issue was corrected - July 1, 2010

*All audits were conducted by Thomas & Thomas, LLP, in Little Rock, Arkansas.

Section VI

Waivers

Current Waivers:

All waivers included in the currently-approved charter will be renewed. (See attached list.)

New Waivers:

Waivers Requested from Title 6 of the Arkansas Code Annotated

Ark. Code Ann. § 6-13-109 (School Superintendent)

eStem requests this waiver to indicate that the Chief Executive Officer (CEO) of eStem serves in the capacity of School Superintendent; there is no named "school superintendent" position with the eStem structure. The CEO serves at the will of the eStem Board of Directors.

Ark. Code Ann. § 6-13-601 et seq. (School District Boards of Directors - Generally)

eStem wishes to amplify and clarify its current waivers in this area, to request that it be exempted from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, residency within a particular school district, elections, duties, powers, terms, meeting times and locations, and vacancies are: (a) generally not applicable in the open-enrollment public charter school context, and/or (b) otherwise outlined in eStem's Bylaws.

Ark. Code Ann. § A6-15-2006 (b) (Publishing Annual Report)

The district will continue to produce an annual report that will be shared at an open meeting. There is no "local newspaper" in Little Rock and the cost of publishing the annual report in the state-wide daily is extremely high. The annual report will be published in a "local publication."

Ark. Code Ann. § 6-16-130 (Visual art or music)

As eStem already holds a waiver from the appropriate State Board of Education Rules in this area, it wishes to completely effectuate the waiver by requesting this waiver from the governing statute.

eStem also wishes to state that it will continue to provide instruction in the areas; the waiver request is solely to provide eStem with flexibility in integrating these subjects into its curriculum.

Ark. Code Ann. § 6-17-201 et seq. (Personnel Policies (Teachers)) and 6-17-2301 et seq. (Personnel Policies (Classified Employees))

eStem currently holds a waiver from the State Board of Education concerning the requirements of Ark. Code Ann. § 6-17-203 (Personnel Policies Committee), but it wishes to expand the waiver to include the statutes requiring personnel policies committees for both teachers and classified (non-teacher) personnel.

Ark. Code Ann. § 6-18-206 (h) (Public School Choice (Announcements about Availability of Choice))

eStem requests a waiver of this requirement as the provisions of Ark. Code Ann. § 6-18-206 are not applicable to open-enrollment charter schools.

Ark Code Ann. § 6-18-501 et seq. (Student Discipline Policies)

eStem requests a waiver of these statutes in order to provide flexibility to implement student discipline policies that are tailored to the needs of its school operational processes and student body.

Ark. Code Ann. § 6-20-2208 (e) (6) (Monitoring of Expenditures), 6-42-101 et seq. (Gifted and Talented Children – General Prohibitions), and Sections 18.01-18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs)

eStem already holds a waiver from the ADE Standards for Accreditation concerning gifted and talented programs, and it requests a waiver from the appropriate Education Code statutes cited above.

eStem will continue to fully address and meet the needs of its "gifted and talented" students, but it requests this waiver to allow it to handle the needs of such students within its usual, college preparatory curriculum delivery system.

Waivers Requested from ADE Rules Governing Standards for Accreditation

7.02.2 Publishing Annual Report

The district will continue to produce an annual report that will be shared at an open meeting. There is no "local newspaper" in Little Rock and the cost of publishing the annual report in the state-wide daily is extremely high. The annual report will be published in a "local publication."

10.02 Class Size and Teaching Load

With increased availability of distance learning capabilities for courses, academic outcomes can be achieved for class sizes and teaching loads that may be larger than the current maximums. While eStem will maintain smaller class sizes than required by standards at the elementary level, it requests the flexibility to enroll, as needed, more than the current maximum of 30 students in courses and to exceed the current maximum of 150 students served by an individual teacher in courses for which students may receive credit toward graduation.

Waivers Rescinded:

None

Section VII

Charter Amendments

As the three eStem districts (currently separate, distinct units) are seeking to be combined into one district, the structure of that district will be changed. We have determined that for efficiency of data entry in the transition, we would be best served to retain the current eStem High Public Charter School as the continuing entity, thus we ask that the current eStem High School charter be expanded to include all three (3) eStem schools. The other two (2) charters will be returned to the State Board of Education. That district will be amended in the following manner:

Official name of charter district – As the district will now serve students in grades K-12, the name of the district will be amended to read eStem Public Charter School District. This will provide for a more appropriate name for the district.

Enrollment capacity of district – We are not seeking to increase the overall total enrollment capacity for the three schools at this time. The capacity for each of the three schools will remain: eStem Elementary – 462; eStem Middle – 500 eStem High – 500. The district will have an enrollment capacity of 1,462 students.

Location – The district will include two facilities: eStem Elementary and Middle Schools will continue to be located in the "Arkansas Gazette" building at 112 W. 3rd Street, while eStem High will continue to be located in the "Federal Reserve" building at 123 W. 3rd Street.

Grade levels served – The district will include grades K – 12. The eStem Elementary School will include grades K-4; eStem Middle School will include grades 5-8; and eStem High School will include grades 9-12.

2008-2012 Testing Data Summary – ATTACHMENT 3

eStem Elementary (Grades 3-4)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2009	eStem Elementary	160	7.5%	25.6%	38.8%	28.1%	66.9%
	Little Rock School District	3,430	16.7%	26.7%	31.6%	25.0%	56.6%
2010	eStem Elementary	162	5.6%	13.0%	39.5%	42.0%	81.5%
	Little Rock School District	3,536	12.9%	22.9%	36.6%	27.6%	64.2%
2011	eStem Elementary	167	7.2%	13.8%	32.9%	46.1%	79.0%
	Little Rock School District	3,978	12.2%	21.0%	36.4%	30.3%	66.8%
2012	eStem Elementary	178	7.9%	15.7%	30.9%	45.5%	76.4%
	Little Rock School District	3,849	10.5%	16.5%	31.1%	41.9%	73.0%
Benchmark/Literacy - Econ. Disadvantaged							
2009	eStem Elementary	68	14.7%	32.4%	30.9%	22.1%	52.9%
	Little Rock School District	2,349	22.1%	33.2%	30.7%	14.0%	44.7%
2010	eStem Elementary	63	12.7%	22.2%	33.3%	31.7%	65.1%
	Little Rock School District	2,581	16.5%	27.5%	38.6%	17.4%	56.0%
2011	eStem Elementary	57	12.3%	24.6%	45.6%	17.5%	63.2%
	Little Rock School District	2,976	15.1%	25.7%	39.4%	19.7%	59.2%
2012	eStem Elementary	64	10.9%	21.9%	39.1%	28.1%	67.2%
	Little Rock School District	2,839	13.6%	20.0%	34.9%	31.6%	66.5%
Benchmark/Math - Combined Population							
2009	eStem Elementary	160	7.5%	16.9%	31.3%	44.4%	75.6%
	Little Rock School District	3,436	11.1%	21.5%	32.0%	35.4%	67.3%
2010	eStem Elementary	162	1.2%	11.7%	28.4%	58.6%	87.0%
	Little Rock School District	3,538	10.8%	17.8%	28.4%	43.0%	71.4%
2011	eStem Elementary	167	4.2%	14.4%	24.6%	56.9%	81.4%
	Little Rock School District	3,978	8.9%	21.1%	30.1%	39.9%	70.0%
2012	eStem Elementary	178	5.6%	12.9%	26.4%	55.1%	81.5%
	Little Rock School District	3,850	10.9%	18.3%	29.7%	41.1%	70.8%
Benchmark/Math - Econ. Disadvantaged							
2009	eStem Elementary	68	10.3%	22.1%	39.7%	27.9%	67.6%
	Little Rock School District	2,354	14.8%	27.9%	34.4%	22.9%	57.3%
2010	eStem Elementary	63	1.6%	19.0%	42.9%	36.5%	79.4%
	Little Rock School District	2,583	13.4%	22.2%	31.4%	32.9%	64.3%
2011	eStem Elementary	57	10.5%	22.8%	35.1%	31.6%	66.7%
	Little Rock School District	2,976	11.1%	25.6%	33.9%	29.4%	63.3%
2012	eStem Elementary	64	9.4%	21.9%	34.4%	34.4%	68.8%
	Little Rock School District	2,839	13.7%	22.6%	33.9%	29.8%	63.7%

eStem Elementary (Grades 3-4)
State-Mandated Assessment Scores, 2009-2012

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

eStem Middle (Grades 5-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2009	eStem Middle	360	3.6%	19.2%	45.8%	31.4%	77.2%
	Little Rock School District	6,317	11.3%	35.0%	37.4%	16.4%	53.8%
2010	eStem Middle	375	2.9%	21.3%	42.4%	33.3%	75.7%
	Little Rock School District	6,268	7.4%	31.3%	39.6%	21.8%	61.4%
2011	eStem Middle	500	2.2%	24.6%	43.0%	30.2%	73.2%
	Little Rock School District	6,921	7.9%	32.0%	37.9%	22.2%	60.1%
2012	eStem Middle	498	1.4%	12.0%	43.8%	42.8%	86.5%
	Little Rock School District	6,925	6.8%	25.8%	39.4%	28.0%	67.4%
Benchmark/Literacy - Econ. Disadvantaged							
2009	eStem Middle	128	7.0%	28.1%	44.5%	20.3%	64.8%
	Little Rock School District	4,373	14.6%	42.0%	35.6%	7.8%	43.4%
2010	eStem Middle	106	5.7%	25.5%	49.1%	19.8%	68.9%
	Little Rock School District	4,476	9.2%	38.1%	40.6%	12.0%	52.6%
2011	eStem Middle	155	3.9%	36.1%	42.6%	17.4%	60.0%
	Little Rock School District	5,102	9.9%	38.7%	38.3%	13.2%	51.5%
2012	eStem Middle	158	3.2%	20.9%	53.8%	22.2%	75.9%
	Little Rock School District	5,222	8.3%	30.6%	41.9%	19.3%	61.1%
Benchmark/Math - Combined Population							
2009	eStem Middle	360	15.6%	12.8%	39.7%	31.9%	71.7%
	Little Rock School District	6,326	26.1%	19.5%	31.6%	22.7%	54.4%
2010	eStem Middle	375	10.7%	15.5%	34.9%	38.9%	73.9%
	Little Rock School District	6,272	21.0%	20.9%	34.1%	24.1%	58.2%
2011	eStem Middle	500	11.4%	19.0%	34.4%	35.2%	69.6%
	Little Rock School District	6,921	23.9%	20.2%	31.9%	24.0%	55.9%
2012	eStem Middle	498	8.0%	19.9%	37.6%	34.5%	72.1%
	Little Rock School District	6,928	23.0%	21.3%	32.3%	23.3%	55.6%
Benchmark/Math - Econ. Disadvantaged							
2009	eStem Middle	128	23.4%	16.4%	38.3%	21.9%	60.2%
	Little Rock School District	4,380	32.8%	23.0%	31.1%	13.1%	44.2%
2010	eStem Middle	106	16.0%	18.9%	34.9%	30.2%	65.1%
	Little Rock School District	4,478	26.2%	24.6%	34.9%	14.3%	49.2%
2011	eStem Middle	155	18.1%	27.1%	37.4%	17.4%	54.8%
	Little Rock School District	5,102	29.4%	23.3%	32.3%	14.9%	47.2%
2012	eStem Middle	158	13.3%	32.9%	43.0%	10.8%	53.8%
	Little Rock School District	5,225	27.8%	24.9%	32.6%	14.7%	47.3%

eStem Middle (Grades 5-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Science (Grades 5 & 7 Only) - Combined Population							
2011	eStem Middle	254	18.1%	43.3%	34.3%	4.3%	38.6%
	Little Rock School District	3,614	37.0%	36.7%	21.2%	5.0%	26.3%
2012	eStem Middle	248	7.3%	31.0%	48.0%	13.7%	61.7%
	Little Rock School District	3,616	33.8%	39.3%	21.1%	5.8%	26.9%
Benchmark/Science (Grades 5 & 7 Only) - Econ. Disadvantaged							
2011	eStem Middle	79	30.4%	53.2%	15.2%	1.3%	16.5%
	Little Rock School District	2,666	45.3%	39.0%	14.0%	1.7%	15.7%
2012	eStem Middle	83	13.3%	47.0%	32.5%	7.2%	39.8%
	Little Rock School District	2,692	41.3%	43.1%	14.1%	1.5%	15.6%
EOC Algebra - Combined Population							
2009	eStem Middle	95	11.6%	24.2%	38.9%	25.3%	64.2%
	Little Rock School District	471	0.0%	8.3%	45.2%	46.5%	91.7%
2010	eStem Middle	93	6.5%	25.8%	48.4%	19.4%	67.7%
	Little Rock School District	495	0.4%	9.5%	41.6%	48.5%	90.1%
2011	eStem Middle	147	2.0%	14.3%	54.4%	29.3%	83.7%
	Little Rock School District	385	0.0%	7.0%	41.8%	51.2%	93.0%
2012	eStem Middle	79	0.0%	10.1%	46.8%	43.0%	89.9%
	Little Rock School District	462	0.2%	6.9%	40.0%	52.8%	92.9%
EOC Algebra - Econ. Disadvantaged Population							
2009	eStem Middle	30	10.0%	40.0%	30.0%	20.0%	50.0%
	Little Rock School District	204	0.0%	12.3%	61.3%	26.5%	87.7%
2010	eStem Middle	19	10.5%	36.8%	36.8%	15.8%	52.6%
	Little Rock School District	266	0.8%	14.7%	55.3%	29.3%	84.6%
2011	eStem Middle	32	3.1%	15.6%	65.6%	15.6%	81.3%
	Little Rock School District	189	0.0%	12.2%	53.4%	34.4%	87.8%
2012	eStem Middle	15	0.0%	13.3%	73.3%	13.3%	86.7%
	Little Rock School District	236	0.4%	10.2%	54.2%	35.2%	89.4%

eStem Middle (Grades 5-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Geometry - Combined Population							
2009	eStem Middle	23	0.0%	8.7%	47.8%	43.5%	91.3%
	Little Rock School District	70	0.0%	4.3%	60.0%	35.7%	95.7%
2010	eStem Middle	24	0.0%	0.0%	41.7%	58.3%	100.0%
	Little Rock School District	80	0.0%	8.8%	41.3%	50.0%	91.3%
2011	eStem Middle	23	0.0%	4.3%	30.4%	65.2%	95.7%
	Little Rock School District	113	0.0%	4.4%	49.6%	46.0%	95.6%
2012	eStem Middle	66	0.0%	7.6%	54.5%	37.9%	92.4%
	Little Rock School District	59	0.0%	3.4%	37.3%	59.3%	96.6%
EOC Geometry - Econ. Disadvantaged Population							
2009	eStem Middle	0	--	--	--	--	--
	Little Rock School District	24	0.0%	4.2%	79.2%	16.7%	95.8%
2010	eStem Middle	0	--	--	--	--	--
	Little Rock School District	37	0.0%	16.2%	62.2%	21.6%	83.8%
2011	eStem Middle	0	--	--	--	--	--
	Little Rock School District	67	0.0%	6.0%	61.2%	32.8%	94.0%
2012	eStem Middle	0	--	--	--	--	--
	Little Rock School District	35	0.0%	2.9%	45.7%	51.4%	97.1%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

eStem High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Algebra - Combined Population							
2009	eStem High School	27	0.0%	33.3%	63.0%	3.7%	66.7%
	Little Rock School District	979	21.1%	41.2%	29.4%	8.3%	37.7%
2010	eStem High School	23	21.7%	30.4%	43.5%	4.3%	47.8%
	Little Rock School District	991	19.8%	36.2%	37.7%	6.3%	44.0%
2011	eStem High School	37	8.1%	54.1%	27.0%	10.8%	37.8%
	Little Rock School District	1,135	16.6%	32.7%	39.8%	10.9%	50.7%
2012	eStem High School	27	3.7%	11.1%	66.7%	18.5%	85.2%
	Little Rock School District	991	11.1%	34.6%	41.4%	12.9%	54.3%
EOC Algebra - Econ. Disadvantaged Population							
2009	eStem High School	0	--	--	--	--	--
	Little Rock School District	681	25.1%	43.0%	25.6%	6.3%	31.9%
2010	eStem High School	10	30.0%	30.0%	30.0%	10.0%	40.0%
	Little Rock School District	732	22.0%	38.9%	34.0%	5.1%	39.1%
2011	eStem High School	11	9.1%	72.7%	18.2%	0.0%	18.2%
	Little Rock School District	848	20.2%	35.6%	37.6%	6.6%	44.2%
2012	eStem High School	18	5.6%	11.1%	66.7%	16.7%	83.3%
	Little Rock School District	752	13.0%	38.8%	39.4%	8.8%	48.1%
EOC Geometry - Combined Population							
2009	eStem High School	0	--	--	--	--	--
	Little Rock School District	1,558	12.6%	43.1%	36.8%	7.4%	44.3%
2010	eStem High School	89	1.1%	18.0%	41.6%	39.3%	80.9%
	Little Rock School District	1,365	16.5%	37.0%	31.9%	14.6%	46.5%
2011	eStem High School	129	10.1%	36.4%	46.5%	7.0%	53.5%
	Little Rock School District	1,406	14.2%	35.9%	36.3%	13.7%	49.9%
2012	eStem High School	120	10.8%	38.3%	40.0%	10.8%	50.8%
	Little Rock School District	1,245	12.9%	34.9%	35.7%	16.4%	52.1%
EOC Geometry - Econ. Disadvantaged Population							
2009	eStem High School	0	--	--	--	--	--
	Little Rock School District	821	17.7%	51.5%	29.6%	1.2%	30.8%
2010	eStem High School	20	5.0%	30.0%	35.0%	30.0%	65.0%
	Little Rock School District	822	22.6%	45.0%	27.3%	5.1%	32.4%
2011	eStem High School	38	18.4%	50.0%	28.9%	2.6%	31.6%
	Little Rock School District	881	17.6%	42.5%	34.2%	5.8%	40.0%
2012	eStem High School	42	19.0%	38.1%	35.7%	7.1%	42.9%
	Little Rock School District	813	17.0%	40.8%	34.1%	8.1%	42.2%

eStem High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Grade 11 Literacy - Combined Population							
2009	eStem High School	0	--	--	--	--	--
	Little Rock School District	1,403	11.6%	38.8%	47.3%	2.3%	49.6%
2010	eStem High School	0	--	--	--	--	--
	Little Rock School District	1,426	10.9%	34.3%	52.4%	2.4%	54.8%
2011	eStem High School	88	2.5%	22.8%	58.2%	16.5%	74.7%
	Little Rock School District	1,516	9.0%	37.0%	37.1%	16.9%	54.0%
2012	eStem High School	130	1.5%	16.2%	50.8%	31.5%	82.3%
	Little Rock School District	1,383	9.6%	30.9%	41.8%	17.6%	59.4%
Grade 11 Literacy - Econ. Disadvantaged Population							
2009	eStem High School	0	--	--	--	--	--
	Little Rock School District	678	17.6%	52.2%	29.9%	0.3%	30.2%
2010	eStem High School	0	--	--	--	--	--
	Little Rock School District	722	15.7%	43.9%	40.4%	0.0%	40.4%
2011	eStem High School	29	6.9%	31.0%	51.7%	10.3%	62.1%
	Little Rock School District	881	12.9%	49.0%	33.4%	4.7%	38.0%
2012	eStem High School	29	0.0%	27.6%	41.4%	31.0%	72.4%
	Little Rock School District	763	13.2%	40.6%	37.9%	8.3%	46.1%
EOC Biology - Combined Population							
2011	eStem High School	50	27.5%	45.0%	27.5%	0.0%	27.5%
	Little Rock School District	1,537	37.1%	34.0%	17.7%	11.2%	28.9%
2012	eStem High School	123	13.8%	53.7%	28.5%	4.1%	32.5%
	Little Rock School District	1,512	35.5%	35.4%	18.1%	10.9%	29.0%
EOC Biology - Econ. Disadvantaged							
2011	eStem High School	13	54.5%	27.3%	18.2%	0.0%	18.2%
	Little Rock School District	959	49.1%	34.2%	10.3%	6.4%	16.7%
2012	eStem High School	39	23.1%	56.4%	17.9%	2.6%	20.5%
	Little Rock School District	951	47.1%	38.3%	10.9%	3.7%	14.6%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

Waiver documents – ATTACHMENT 4

e-STEM Elementary Charter School
Open-Enrollment Public Charter School

District LEA:	60-45-700	**Elementary School LEA:**	60-47-701
City:	Little Rock	**Middle School LEA:**	N/A
Opening Date:	July 2008	**High School LEA:**	N/A
Approval Date:	11/5/2007	**Expiration Date:**	6/30/2013
Grades Approved:	K-4	**Grades Served 2012-13:**	K-4
CAP:	462	**Enrollment 2011-12:**	466

Waivers from Title 6 of A.C.A.

6-10-106 Uniform dates for beginning and end of school year
6-13-608 Length of Directors Terms
6-13-611 Vacancies generally
6-13-616 Qualification of Directors
6-13-630 Election by Zone and at Large
6-13-634 School District Board of Directors
** **6-15-902** Grading scale - Exemptions -Special education classes
** **6-15-1004** Qualified teachers in every public school classroom
6-16-124 Arkansas History
6-17-114 Daily planning period
6-17-203 Committee for each school district. (Personnel Policy Committee)
6-17-301 Employment of certified personnel
6-17-302 Public school principals - Qualifications and responsibilities
** **6-17-309** Certification – waiver
** **6-17-401** Teacher's license requirement
6-17-418 Teacher certification - Arkansas history requirement
6-17-807 Additional days
** **6-17-902** Definition of a Teacher
6-17-908 Teacher's Salary Fund
6-17-919 Warrants void without valid certificate and contract
** **6-17-920** Examination of Teacher's Contract
6-17-1001 Minimum Base Salary
6-17-1501 through **6-17-1510** Subchapter 15: Teacher Fair Dismissal Act
6-17-1701 through **6-17-1705** Subchapter 17: Public School Employee Fair Hearing Act
6-17-2302 Business Managers
6-17-2403 Minimum Teacher Compensation Schedule
6-18-508 Alternative learning environment
** **6-20-1401, 6-20-1406 and 6-20-1407`** Minimum School House – Construction Standards
6-25-101 et. Seq. Public School Library Media and Technology Act

Waivers from SBE Rules and Regulations

Eye and Vision Screening
Parental Notification of an Assignment of a Non-Certified Teacher
**Highly Qualified Teachers
Visual Art and Music Instruction
Common Core System
**Uniform Grading Scale
Nutrition and Physical Activity Standards

Waivers from Standards for Accreditation

9.0	CURRICULUM
15.0	PERSONNEL
**15.03	Licensure and Renewal
	15.03.1 through 15.03.3
16.0	SUPPORT SERVICES
16.01	Guidance and Counseling
16.03	Health and Safety Services
16.03.1	School Nurse
18.0	GIFTED AND TALENTED SUPPLEMENTARY
19.0	EDUCATIONAL OPPORTUNITIES

Comments:
* Waiver cannot be granted
** Waiver granted with exceptions, please see attached legal comments for details

Open-Enrollment Charter Application
e-STEM Elementary Public Charter School
Legal Comments

1. p.1, Application: The application indicates that the sponsoring entity has filed for section 501(c) (3) status from the Internal Revenue Service.

   According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303, a charter applicant must establish the entity's status as a tax exempt organization under Section 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

2. p.15: "Students will be admitted exclusively through a lottery system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment, in line with Pulaski County Special School District's desegregation settlement terms. Per Arkansas law (A.C.A § 6-18-203), grade eligible children of faculty and staff are given waivers from the lottery. Parental Involvement is much more likely when siblings attend the same school; therefore siblings are given a preference in the admissions process."

   Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that its proposed use of a weighted lottery falls with in § 6-23-306's provisions. Additionally, the proposed charter facility location lies within the boundaries of the Little Rock School District and not the Pulaski County Special School District.

   Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 to only permit the following preferences:

   (ii) However, an open-enrollment public charter school may allow a preference for:
   (a)(1) Children of the founding members of the eligible entity.
   (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
   (b) Siblings of students currently enrolled in the school.

3. p. 19: The application indicates that the former Arkansas Democrat-Gazette building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

   The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to a State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

4. Waivers:

   a. Ark. Code Ann. § 6-15.902 ("Uniform Grading Scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-

15-902 is applicable to grades K-4, its use may be waived as to non-core (i.e. elective) courses only.

b. Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools"

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Programs, Sections 5.02.4 and 5.03.2 requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk.

This statute has been repealed by Act 710 of the 2007 Regular Session of the 96th General Assembly, effective July 31, 2007.

d. Ark. Code Ann. § 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

e-STEM Middle Charter School
Open-Enrollment Public Charter School

District LEA:	60-46-700	**Elementary School LEA:**	N/A
City:	Little Rock	**Middle School LEA:**	60-47-702
Opening Date:	July 2008	**High School LEA:**	N/A
Approval Date:	11/5/2007	**Expiration Date:**	6/30/2013
Grades Approved:	5-8	**Grades Served 2012-13:**	5-8
CAP:	500	**Enrollment 2011-12:**	498

Waivers from Title 6 of A.C.A.

6-10-106 Uniform dates for beginning and end of school year

6-13-608 Length of Directors Terms

6-13-611 Vacancies generally

6-13-616 Qualification of Directors

6-13-630 Election by Zone and at Large

6-13-634 School District Board of Directors

6-14-101 et. seq. General Elections Law

** **6-15-902** Grading scale - Exemptions -Special education classes

** **6-15-1004** Qualified teachers in every public school classroom

6-16-124 Arkansas History

6-17-114 Daily planning period

6-17-203 Committee for each school district. (Personnel Policy Committee)

6-17-301 Employment of certified personnel

6-17-302 Public school principals - Qualifications and responsibilities

** **6-17-309** Certification - waiver

** **6-17-401** Teacher's license requirement

6-17-418 Teacher certification - Arkansas history requirement

6-17-807 Additional days

** **6-17-902** Definition of a Teacher

6-17-908 Teacher's Salary Fund

6-17-919 Warrants void without valid certificate and contract

** **6-17-920** Examination of Teacher's Contract

6-17-1001 Minimum Base Salary

6-17-1501 through **6-17-1510** Subchapter 15: Teacher Fair Dismissal Act

6-17-1701 through **6-17-1705** Subchapter 17: Public School Employee Fair Hearing Act

6-17-2302 Business Managers

6-17-2403 Minimum Teacher Compensation Schedule

6-18-508 Alternative learning environment

** **6-20-1401, 6-20-1406 and 6-20-1407`** Minimum School House – Construction Standards

6-25-101 et. Seq. Public School Library Media and Technology Act

Waivers from SBE Rules and Regulations

Certified Staff Salary Schedule
Eye and Vision Screening
Parental Notification of an Assignment of a Non-Certified Teacher
**Highly Qualified Teachers
Visual Art and Music Instruction
Common Core System
**Uniform Grading Scale
Nutrition and Physical Activity Standards

Waivers from Standards for Accreditation

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15.0	PERSONNEL
** 15.03	Licensure and Renewal
	15.03.1 through 15.03.3
16.0	SUPPORT SERVICES
16.01	Guidance and Counseling
16.03	Health and Safety Services
16.03.1	School Nurse
18.0	GIFTED AND TALENTED SUPPLEMENTARY
19.0	EDUCATIONAL OPPORTUNITIES

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e-STEM Middle Public Charter School
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2. p.15: "Students will be admitted exclusively through a lottery system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment, in line with Pulaski County Special School District's desegregation settlement terms. Per Arkansas law (A.C.A § 6-18-203), grade eligible children of faculty and staff are given waivers from the lottery. Parental Involvement is much more likely when siblings attend the same school; therefore siblings are given a preference in the admissions process."

   Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that its proposed use of a weighted lottery falls with in § 6-23-306's provisions. Additionally, the proposed charter facility location lies within the boundaries of the Little Rock School District and not the Pulaski County Special School District.

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   (a)(1) Children of the founding members of the eligible entity.
   (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
   (b) Siblings of students currently enrolled in the school.

3. p. 19: The application indicates that the former Arkansas Democrat-Gazette building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.
   The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to a State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

4. Waivers:

   a. Ark. Code Ann. § 6-15.902 ("Uniform Grading Scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades K-4, its use may be waived as to non-core (i.e. elective) courses only.

   b. Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools"

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Programs, Sections 5.02.4 and 5.03.2 requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.

c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk.

This statute has been repealed by Act 710 of the 2007 Regular Session of the 96th General Assembly, effective July 31, 2007.

d. Ark. Code Ann. § 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

e-STEM High Charter School
Open-Enrollment Public Charter School

District LEA:	60-47-700	**Elementary School LEA:**	N/A
City:	Little Rock	**Middle School LEA:**	N/A
Opening Date:	July 2008	**High School LEA:**	60-47-703
Approval Date:	11/5/2007	**Expiration Date:**	6/30/2013
Grades Approved:	9-12	**Grades Served 2012-13:**	9-12
CAP:	500	**Enrollment 2011-12:**	479

Waivers from Title 6 of A.C.A.

6-10-106 Uniform dates for beginning and end of school year
6-13-608 Length of Directors Terms
6-13-611 Vacancies generally
6-13-616 Qualification of Directors
6-13-630 Election by Zone and at Large
6-13-634 School District Board of Directors
6-14-101 et. seq. General Elections Law
** **6-15-902** Grading scale - Exemptions -Special education classes
** **6-15-1004** Qualified teachers in every public school classroom
6-16-124 Arkansas History
6-17-114 Daily planning period
6-17-203 Committee for each school district. (Personnel Policy Committee)
6-17-301 Employment of certified personnel
6-17-302 Public school principals - Qualifications and responsibilities
** **6-17-309** Certification - waiver
** **6-17-401** Teacher's license requirement
6-17-418 Teacher certification - Arkansas history requirement
6-17-807 Additional days
** **6-17-902** Definition of a Teacher
6-17-908 Teacher's Salary Fund
6-17-919 Warrants void without valid certificate and contract
** **6-17-920** Examination of Teacher's Contract
6-17-1001 Minimum Base Salary
6-17-1501 through **6-17-1510** Subchapter 15: Teacher Fair Dismissal Act
6-17-1701 through **6-17-1705** Subchapter 17: Public School Employee Fair Hearing Act
6-17-2302 Business Managers
6-17-2403 Minimum Teacher Compensation Schedule
6-18-508 Alternative learning environment
** **6-20-1401, 6-20-1406 and 6-20-1407`** Minimum School House – Construction Standards
6-25-101 et. Seq. Public School Library Media and Technology Act

Waivers from SBE Rules and Regulations

Certified Staff Salary Schedule
Eye and Vision Screening
Parental Notification of an Assignment of a Non-Certified Teacher
**Highly Qualified Teachers
Visual Art and Music Instruction
Common Core System
**Uniform Grading Scale
Nutrition and Physical Activity Standards

Waivers from Standards for Accreditation

9.0	CURRICULUM
15.0	PERSONNEL
** 15.03	Licensure and Renewal
	15.03.1 through 15.03.3
16.0	SUPPORT SERVICES
16.01	Guidance and Counseling
16.03.1	School Nurse
18.0	GIFTED AND TALENTED

Comments:

* Waiver cannot be granted
** Waiver granted with exceptions, please see attached legal comments for details

Open-Enrollment Charter Application
e-STEM High Public Charter School
Legal Comments

1. p.1, Application: The application indicates that the sponsoring entity has filed for section 501(c) (3) status from the Internal Revenue Service.

   According to Section 14 of Act 736 of the 2007 Regular Session of the 86th General Assembly, amending Ark. Code Ann. § 6-23-303, a charter applicant must establish the entity's status as a tax exempt organization under Section 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

2. p.19: "Nonetheless, a blended approach of traditional classroom instruction, compressed video course and web based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they will deserve."

   House Bill 2481 (Bill) of the 2007 Regular Session of the 86th General Assembly specifically permitted a public school district or open-enrollment charter school to offer a blended school program. The Bill, however, was not enacted into law by the General Assembly.

   Additionally, Section 24 of Act 1420 of the 2007 Regular Session of the 86th General Assembly requires the Department of Education to notify the State Board of Education by July 1, 2007 of the maximum number of students (up to 500) that the State Board of Education shall allow to enroll and attend any open-enrollment charter school that uses internet, long-distance or virtual technology as the primary method of teaching. The State Board of Education has already approved an open-enrollment charter for the maximum number of students permissible under this Act for the Arkansas Virtual School.

3. p.24: "Students will be admitted exclusively through a lottery system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment, in line with Pulaski County Special School District's desegregation settlement terms. Per Arkansas law (A.C.A § 6-18-203), grade eligible children of faculty and staff are given waivers from the lottery. Parental Involvement is much more likely when siblings attend the same school; therefore siblings are given a preference in the admissions process."

   Ark. Code Ann. § 6-23-306 only provides for a weighted lottery when required to comply with a court order or Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that its proposed use of a weighted lottery falls with in § 6-23-306's provisions. Additionally, the proposed charter facility location lies within the boundaries of the Little Rock School District and not the Pulaski County Special School District.

   Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 to only permit the following preferences:

   (ii) However, an open-enrollment public charter school may allow a preference for:
   (a)(1) Children of the founding members of the eligible entity.
   (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and

(b) Siblings of students currently enrolled in the school.

4. p. 20: The application indicates that the former Arkansas Democrat-Gazette building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws. The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to a State Board of Education action on the application. Additionally, local building officials will need to verify the appropriateness of the building's use according to any applicable zoning ordinances, as well as other applicable local and state regulations.

5. Waivers:

   a. Ark. Code Ann. § 6-15.902 ("Uniform Grading Scale"): § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades K-4, its use may be waived as to non-core (i.e. elective) courses only.

   b. Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation of Arkansas Public Schools"
      - The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
      - The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Programs, Sections 5.02.4 and 5.03.2 requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.

   c. Ark. Code Ann. § 6-17-920 (concerning examination of teachers' contracts by the county clerk.

      This statute has been repealed by Act 710 of the 2007 Regular Session of the 96th General Assembly, effective July 31, 2007.

   e. Ark. Code Ann. § 6-20-1401, 6-20-1406 and 6-20-1407 and Section 20.00 of the Standards for Accreditation Rules (concerning approval of building plans and standards for school construction).

      The requirements imposed by these statutes will not be waived, except as they may relate to owned property versus leased property.

2012-2013 Renewal Cycle

Additional Documents

eSTEM Public Charter Schools
Little Rock, Arkansas

DESEGREGATION ANALYSIS
ESTEM PUBLIC CHARTER SCHOOLS

This Desegregation Analysis is in support of the renewal application of eStem Public Charter Schools in Pulaski County. To the extent that Ark. Code Ann. §6-23-106 applies to renewal of an open-enrollment public charter school,[1] subsection (a) requires the applicant, the local school district in which the charter school is located, and the State Board of Education to "review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools." Subsection (b) requires the State Board to "attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system." Subsection (c) provides that the State Board "shall not approve any public charter school…that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

The State Board made the determination required by §106 in 2007 upon granting the initial application of eStem. No person or school district appealed that determination. Renewal of the charter of eStem will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

Current Desegregation Analysis

Since the initial grant of the charter to eStem in 2007:

- The Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- eStem does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of eStem.

Because all public school districts in Arkansas from which eStem draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the renewal

[1] According to its terms, Ark. Code Ann. §6-23-106 applies only to "applicants for a public charter school." Under the statute, "'Application' means the proposal for obtaining…open-enrollment public charter school status…" Ark. Code Ann. §6-23-103(1). A renewal is not an application as defined in this statute. Accordingly, Ark. Code Ann. §6-23-106 does not apply to a renewal of an open-enrollment public charter school. eStem submits this Desegregation Analysis without waiver or prejudice to its position that the analysis is not permitted or required in its charter-renewal application.

of its charter can have no negative effect on the desegregation efforts of any public school district in this state.[2]

In addition, eStem is an open-enrollment public charter school and therefore must admit all applicants who apply, unless there are more applicants than spaces, in which case eStem must fill spaces according to a random, anonymous lottery. Therefore, eStem cannot predict its future student demographics. Currently, the three (3) eStem schools (elementary, middle, and high school) have a combined minority population of 58.8%, including 46.5% African-American students. The Hispanic and Asian enrollment at eStem either meets or exceeds the percentage of these minority groups in the population of Pulaski County according to the 2010 census.

The current enrollment of the three (3) eStem Public Charter schools of 1,485 students (according to the records maintained by the Arkansas Department of Education Data Center, as of October 2012), including 691 African-American and 613 Caucasian students, would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,449 students enrolled in the three (3) public school districts in Pulaski County according to their enrollment data as of October 2012, as contained in the records maintained by the Arkansas Department of Education Data Center). The total enrollment of the eStem Public Schools is approximately 3% of that number.

Of the total enrollment at eStem, many children and families came from parochial schools, private schools, and home schools to attend eStem and would likely return to them rather than a public school district. It is difficult to believe, based upon the data, that renewal of the charter of eStem would have any negative impact on the efforts of public school districts to achieve and maintain an unitary system.

Renewal of eStem's charter will have no negative impact on the efforts of public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. In view of the unitary status of NLRSD and LRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, eStem cannot be said to have a negative impact on the three (3) Pulaski County School districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves eStem, contends that the operation of eStem interferes with the "M-M Stipulation" and the "Magnet Stipulation."

[2] Regardless of whether Ark. Code Ann. §6-23-106 can apply to a renewal application of an open-enrollment public charter school, there is no permission granted under state law for the State Board to consider the cumulative effect of more than one open-enrollment public charter school. The analysis of § 106 is limited to the applicant alone.

On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words:

> To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation. *Roberts Contracting*, 2009 Ark. App. 437, at 8, 320 S.W.3d at 7.
>
> **4. Disposition.** LRSD and Joshua's motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court's judgment, as a matter of law, the State did not do so.
>
> *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.,* Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985)(en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990). In the 1990 decision, the Eighth Circuit stated:

> On remand from our en banc decision, several remedial developments occurred of relevance to the present appeals. For one thing, NLRSD proposed a plan to comply with our en banc opinion. The District Court approved the plan, 659 F.Supp. 363, 368 (E.D. Ark. 1987), and no one appealed. For another, the City of

> Little Rock annexed certain additional territory, and the question arose whether our direction that LRSD be expanded to the city limits referred to the city limits as they existed at the time of our en banc opinion, or to the city limits as they might exist from time to time in the future. The District Court held that LRSD would automatically expand whenever the city annexed new territory, so that LRSD would always be contiguous with the city as it existed from time to time. We reversed. We held that the remedy contemplated by our en banc opinion was intended to be a complete cure for all interdistrict violations that we had found. The en banc opinion, we said, prescribed "a full and sufficient correction of wrongs done in the past," including all interdistrict violations. *Little Rock School District v. Pulaski County Special School District*, 805 F.2d 815, 816 (8th Cir. 1986) (per curiam).

Therefore, eStem Public Charter Schools submits to the State Board of Education that the renewal of eStem's charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

2012-2013 Renewal Cycle

Overview

KIPP Delta Public Schools
Helena, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

February 22, 2013

Mr. Scott Shirey
KIPP Delta Public Charter Schools
415 Ohio Street
Helena, AR 72342

RE: KIPP Delta Public Charter Schools Renewal

Dear Mr. Shirey:

Thank you for your willingness to participate in the Arkansas Department of Education (ADE) Charter Review Council interview on February 19, 2013. Based upon the information currently available, the Charter Review Council can support renewal of your open-enrollment public charter school for a period of up to ten (10) years and the charter amendments to add third grade to the Blytheville campus, increasing the enrollment cap by ninety (90) students.

Please be advised the Charter Review Council is purely advisory in nature. Consequently, the position of the Council is not binding upon renewal applicants or the State Board. The State Board may grant or deny renewal of a charter without regard to the position of the Council.

The State Board will conduct a complete, full, and independent review of your charter to determine whether it should be renewed. You will have an opportunity to address this recommendation at your hearing scheduled for March 11, 2013.

Thank you for your attention to this matter. Should you have any questions or require additional information, please contact Ms. Mary Perry, Charter Schools Program Coordinator at (501) 683-5313.

Sincerely,

Jeremy Lasiter
General Counsel

C: Ms. Phyllis Stewart, State Board Office
Ms. Mary Perry, Charter Schools Program Coordinator
Ms. Suzanne McCommon, Superintendent, Helena/West Helena School District
Mr. Richard Atwill, Superintendent, Blytheville School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

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KIPP DELTA COLLEGE PREPARATORY ACADEMY
CHARTER REVIEW COUNCIL SUMMARY MARCH 2013

KIPP: Delta, Inc
210 Cherry Street, Helena, Arkansas 72342
1200 Bynum Road, Blytheville, Arkansas 72315

Grades Served	K-12
Enrollment	1,161 (2012-2013)
Maximum Enrollment	1,550 (1,100 in Helena and 450 in Blytheville)
Number of Years in Operation	10 (began in 2002-200)
Number of Years Requested	10

Academic Performance Summary:
From 2012 Arkansas School ESEA Accountability Reports

District	Achieving District
District Attendance Rate	95.77%
KIPP Delta Elementary Literacy Academy (Helena, K-4)	Achieving School
Attendance Rate	95.16%
KIPP Delta College Prep (Helena, 5-8)	Achieving School
Attendance Rate	96.17%
KIPP Delta Collegiate High School (Helena 9-12)	Achieving School
Attendance Rate	95.53%
KIPP Blytheville College Prep (5-8)	Needs Improvement School (Math)
Campus Attendance Rate	96.54%

Financial Summary:
From documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$2,116,594.21
Fiscal Year 2012 Actual Balance	$1,995,028.12
Fiscal Year 2013 Projected Balance	$2,243,023.73

2011 Financial Audit

Title I (federal funding)
- Issues with transportation costs
- Periodic time certifications not prepared for all employees who worked on the federal program
- No supporting documentation to substantiate travel advances

Prior year (2010) finding was corrected

Review Council Findings
Strengths of Application

1. The students are achieving academically.
2. The charter has a positive fund balance.
3. Students are being accepted into postsecondary schools.
4. A staff person is assigned to follow-up with each student who leaves KIPP.
5. Many who stop teaching remain with KIPP in other roles.
6. A full-time registrar will be hired.

Concern

KIPP Blytheville (5-8) is a "Needs Improvement School" due to math, but strategies are in place for improving student performance.

The Charter Review Council can support renewal of the open-enrollment charter school for a period up to 10 years and the charter amendments to add third grade to the Blytheville campus, increasing the enrollment cap by 90 students.

KIPP Delta

Demographics and Students Who Leave Before Completing
Students Attending Charter Schools from 2007-2008 to 2011-2012 (Combined Population)

Charter LEA	School Name	Students	Transfers Out	Transfer %	Other Charter	Traditional Public	Out-of-State	Private School	Home School	Unknown
5440701	KIPP Elementary Helena	346	87	25.1%		59	15		1	12
	Free/Reduced Lunch	323	79	24.5%		54	13			12
	Two or More Races	4	0	0.0%						
	African American	319	78	24.5%		55	12			11
	Hispanic	9	4	44.4%			2		1	1
	White/Caucasian	14	5	35.7%		4	1			
	LEP	1	1	100.0%			1			
	Special Ed	24	1	4.2%		1				
5440702	KIPP College Prep Helena	734	255	34.7%	4	208	5	2		36
	Free/Reduced Lunch	660	228	34.5%	4	186	5	2		31
	Two or More Races	2	1	50.0%						1
	Asian	1	0	0.0%						
	African American	696	235	33.8%	4	193	5	2		31
	Hispanic	6	1	16.7%		1				
	White/Caucasian	29	18	62.1%		14				4
	Special Ed	33	9	27.3%		9				

5440703	KIPP Collegiate High Helena	156	74	47.4%		54	2		1	17
	Free/Reduced Lunch	128	60	46.9%		47	2		1	10
	Asian	2	1	50.0%		1				
	African American	146	68	46.6%		51	2		1	14
	Hispanic	1	0	0.0%						
	White/Caucasian	7	5	71.4%		2				3
	Special Ed	7	1	14.3%		1				
5440705	KIPP Blytheville	157	51	32.5%		29	5			17
	Free/Reduced Lunch	127	41	32.3%		22	5			14
	Two or More Races	4	0	0.0%						
	Asian	7	1	14.3%						1
	African American	125	39	31.2%		23	3			13
	Hispanic	7	4	57.1%			2			2
	White/Caucasian	14	7	50.0%		6				1
	Special Ed	10	1	10.0%				1		

Teacher Attrition Rates

District LEA	District Name	Variance 12-13 vs 11-12	12-13 Teacher Counts	Attrition Rate 12 -13	Variance 11-12 vs 10-11	11-12 Teacher Counts	Attrition Rate 11-12	Variance 10-11 vs 09-10	10-11 Teacher Counts	Attrition Rate 10-11
5440700	KIPP DELTA PUBLIC SCHOOLS	43	72	60%	28	56	50%	16	41	39%

KIPP DELTA COLLEGE PREPARATORY ACADEMY
RENEWAL SUMMARY
MARCH 2013

Sponsoring Entity	KIPP: Delta, Inc
Addresses	210 Cherry Street, Helena, Arkansas 72342 1200 Bynum Road, Blytheville, Arkansas 72315
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Maximum Enrollment	1,470 (1,100 in Helena and 360 in Blytheville)
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Attendance Rate	96.17%
KIPP Delta Collegiate High School (Helena 9-12)	Achieving School
Attendance Rate	95.53%
KIPP Blytheville College Prep (5-8)	Needs Improvement School (Math)
Campus Attendance Rate	96.54%

Special Education Monitoring Letter

February 4, 2010 Letter – Commended for being in substantial compliance with state and federal special education regulations

2011-2012 Accreditation Statuses

LEA	Accredited
KIPP Delta Elementary Literacy Academy	Accredited
KIPP Delta College Prep	Accredited
KIPP Delta Collegiate High School	Accredited
KIPP Blytheville College Prep	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

2012-2013 Budget Substantially Approved

Annual Equity Compliance Report

Submitted the 2012-2013 report

Financial documents as submitted in the Arkansas Public School Computer Network (APSCN)

All Funds

Fiscal Year 2011 Actual Balance	$2,116,594.21
Fiscal Year 2012 Actual Balance	$1,995,028.12
Fiscal Year 2013 Projected Balance	$2,243,023.73

2011 Financial Audit

Title I (federal funding)

- Issues with transportation costs
- Periodic time certifications not prepared for all employees who worked on the federal program
- No supporting documentation to substantiate travel advances

Prior year (2010) finding was corrected

Additional Waivers Requested

From Title 6 of the Arkansas Code Annotated (Education Code)

6-13-109	School superintendent
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1603	Establishment of local task forces on closing the achievement gap
6-13-601 et seq.	District Boards of Directors Generally
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-2203	Minimum salary
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

19.03	Pertaining to alternative learning environments
16.01	Guidance and Counseling for KIPP Helena in addition to KIPP Blytheville

From Other Rules

- 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 School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)
- ADE Rules Governing the Superintendent Mentoring Program
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

Amendments Requested

- Add third grade at Blytheville campus
- Increase enrollment at Blytheville by 90 (450 to 540 for Blytheville; 1,470 to 1,560 for entire charter)

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

6-10-106	School year dates
6-13-619(a)(1)	Monthly board meetings
6-15-902(a)	Grading scale—Exemptions—Special education (applies only to non-core classes)
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-203	Committees on personnel policies—Members
6-17-302	Public school principals—Qualifications and responsibilities
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-418	Teacher certification—Arkansas history requirement
6-17-902	Definition of a teacher (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2403	Minimum teacher compensation schedule
6-18-508	Alternative learning environments

Currently Approved Waiver from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03	Grades 5-8
9.03.3.11	Arkansas history
10.01.2	185-day teacher/administrator contracts
10.02	Class Size and Teaching Load
10.02.4	Student/teacher ratio for grades 4-6
10.02.5	Student/teacher ratio for grades 7-12
15	Personnel
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
16.0	Support Services
16.01.3	Counselor/student ratio of 1/450
16.02	Media Services
18	Gifted and Talented Education

KIPP Blytheville specifically

10.01.2	190-day teacher/administrator contracts
16.01	Guidance and Counseling

Currently Approved Waivers from Other Rules:

- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools (applies only to non-core classes)
- Certified staff salary schedule
- Gifted and Talented Program Approval Standards
- Teacher Education and Licensure
- Waivers of Minimum Salaries of Certified Personnel

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	KIPP DELTA PUBLIC SCHOOLS	Superintendent:	SCOTT SHIREY
School:	**KIPP: BLYTHEVILLE COLLEGE PREP**	Principal:	MAISIE WRIGHT
LEA:	5440705	Grades:	05 - 08
Address:	1007 SOUTH FRANKLIN STREET	Enrollment:	119
	BLYTHEVILLE, AR 72315	Attendance Rate:	96.54% (3 QTR AVG)
Phone:	870-780-6333	Poverty Rate:	79.83%

Needs Improvement School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	109	YES	109	YES
Targeted Achievement Gap Group	88	YES	88	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	87	YES	87	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	87	YES	87	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	105	80.95	76.23	102	84.31	89.42
Targeted Achievement Gap Group	86	81.40	76.17	83	83.13	88.54
	Three Year Performance			Three Year Growth		
All Students	159	78.62	76.23	154	85.71	89.42
Targeted Achievement Gap Group	136	78.68	76.17	131	84.73	88.54
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	86	82.56	76.55	83	84.34	88.82
Hispanic	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	85	81.18	75.68	82	82.93	88.29
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

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	105	76.19	79.63	102	70.59	75.32
Targeted Achievement Gap Group	86	73.26	81.67	83	68.67	77.08
	Three Year Performance			Three Year Growth		
All Students	159	76.73	79.63	154	71.43	75.32
Targeted Achievement Gap Group	136	75.74	81.67	131	70.99	77.08
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	86	74.42	80.81	83	67.47	77.64
Hispanic	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	85	72.94	81.29	82	68.29	76.60
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

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	KIPP DELTA PUBLIC SCHOOLS	Superintendent:	SCOTT SHIREY
School:	**KIPP:DELTA COLLEGE PREP SCHOOL**	Principal:	MARCUS NELSON
LEA:	5440702	Grades:	05 - 08
Address:	514 MISSOURI STREET	Enrollment:	279
	HELENA, AR 72342	Attendance Rate:	96.17% (3 QTR AVG)
Phone:	870-753-9444	Poverty Rate:	90.68%

Achieving School

Achieving School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math
All Students	280	YES	355	YES
Targeted Achievement Gap Group	252	YES	319	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	271	YES	342	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	252	YES	319	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	YES	15	YES

Achieving School in Literacy

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	261	77.78	74.06	256	78.13	76.74
Targeted Achievement Gap Group	235	75.74	71.72	231	76.62	76.33
	Three Year Performance			Three Year Growth		
All Students	718	74.79	74.06	697	77.19	76.74
Targeted Achievement Gap Group	644	72.98	71.72	626	76.36	76.33
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	253	77.47	73.62	249	77.91	76.96
Hispanic	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	235	75.74	71.72	231	76.62	76.33
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	0.00	8.33	13	0.00	21.43

Achieving School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	332	67.77	65.96	255	52.94	63.33
Targeted Achievement Gap Group	298	65.10	63.26	230	50.00	61.22
	Three Year Performance			Three Year Growth		
All Students	943	69.14	65.96	695	61.73	63.33
Targeted Achievement Gap Group	843	66.79	63.26	624	59.46	61.22
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	320	66.88	64.95	248	52.42	62.22
Hispanic	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	298	65.10	63.26	230	50.00	61.22
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	0.00	38.89	13	0.00	34.52

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	KIPP DELTA PUBLIC SCHOOLS	Superintendent:	SCOTT SHIREY
School:	**KIPP:DELTA COLLEGIATE HIGH SCH**	Principal:	TODD DIXON
LEA:	5440703	Grades:	09 - 12
Address:	320 MISSOURI STREET	Enrollment:	206
	HELENA, AR 72342	Attendance Rate:	95.53% (3 QTR AVG)
Phone:	870-338-8138	Poverty Rate:	87.86%

Achieving School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	43	YES	37	YES
Targeted Achievement Gap Group	33	YES	34	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	39	YES	36	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	32	YES	33	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Graduation Status: Not Applicable			
	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	29	89.66	100.00
Targeted Achievement Gap Group	24	87.50	100.00
	Two Year Graduation Rate		
All Students	52	94.23	100.00
Targeted Achievement Gap Group	45	93.33	100.00
ESEA Subgroups	2011 Graduation Rate		
African Americans	28	92.86	100.00
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	24	87.50	100.00
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

Achieving School in Literacy						
Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	42	92.86	67.00	35	91.43	80.14
Targeted Achievement Gap Group	33	90.91	66.23	32	90.63	78.43
	Three Year Literacy			Three Year Math		
All Students	97	81.44	67.00	158	82.28	80.14
Targeted Achievement Gap Group	78	79.49	66.23	132	81.06	78.43
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	38	92.11	65.63	34	91.18	80.70
Hispanic	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	32	90.63	66.23	31	90.32	78.43
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

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	KIPP DELTA PUBLIC SCHOOLS	Superintendent:	SCOTT SHIREY
School:	**KIPP DELTA ELEM LITERACY ACAD**	Principal:	AMANDA JOHNSON
LEA:	5440701	Grades:	K - 04
Address:	215 CHERRY STREET	Enrollment:	258
	HELENA, AR 72342	Attendance Rate:	95.16% (3 QTR AVG)
Phone:	870-753-9800	Poverty Rate:	93.41%

Achieving School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	69	YES	69	YES
Targeted Achievement Gap Group	69	YES	69	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	65	YES	65	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	69	YES	69	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
Achieving School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	65	75.38	73.86	65	90.77	70.06
Targeted Achievement Gap Group	65	75.38	72.18	65	90.77	68.22
	Three Year Literacy			Three Year Math		
All Students	65	75.38	73.86	65	90.77	70.06
Targeted Achievement Gap Group	65	75.38	72.18	65	90.77	68.22
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	62	75.81	73.38	62	91.94	69.28
Hispanic	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	65	75.38	72.07	65	90.77	68.13
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

All Funds

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
2,694,600.35	11,031,203.11	11,609,209.25	2,116,594.21

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
2,116,594.21	20,640,772.69	20,762,338.78	1,995,028.12

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
1,995,028.12	15,802,158.60	15,554,162.99	2,243,023.73

FY 13 as of January 22, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
1,995,028.12	13,025,455.13	12,669,988.77	2,350,494.48

Source: APSCN Documents

Arkansas Department of Education
Kipp Delta Charter
Review Revenue

All Funds								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/23/2013	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	3,299.73	3,268.40	(31.33)	2,232.25	0.00	(2,232.25)	0.00%
16110	School Lunch Program	21,749.42	27,772.81	6,023.39	16,820.63	15,328.24	(1,492.39)	109.74%
16120	School Breakfast Program	1,022.20	0.00	(1,022.20)	0.00	15,328.22	15,328.22	0.00%
16220	Adult	11,716.20	13,187.25	1,471.05	4,504.20	15,328.21	10,824.01	29.39%
17110	Athletics	12,040.08	4,931.00	(7,109.08)	0.00	4,749.33	4,749.33	0.00%
17120	Other sch Sponsored Event	19,811.90	9,575.57	(10,236.33)	3,011.50	12,100.34	9,088.84	24.89%
17200	Sales	19,763.53	20,609.75	846.22	20,592.70	28,950.00	8,357.30	71.13%
17210	Sch Spnsrd-pictures, etc.	78.88	17,109.81	17,030.93	0.00	12,100.33	12,100.33	0.00%
19200	Private Contributions	1,299,797.97	1,863,070.19	563,272.22	1,811,497.09	2,469,136.23	657,639.14	73.37%
19800	Refunds of Prior Yr Expen	9,541.08	25,651.70	16,110.62	17,683.32	0.00	(17,683.32)	0.00%
19900	Misc Rev FR Local Sources	4,662.81	26,000.16	21,337.35	18,673.90	0.00	(18,673.90)	0.00%
31700	Charter School Funding	3,829,845.00	5,280,645.00	1,450,800.00	4,241,704.00	7,257,186.00	3,015,482.00	58.45%
32250	Quality Enhance Induct PR	17,376.72	1,200.00	(16,176.72)	0.00	0.00	0.00	0.00%
32256	Professional Dev. ACT 59	21,557.00	34,582.00	13,025.00	50,246.00	47,478.00	(2,768.00)	105.83%
32310	Hand Child-Supv/Extend YR	2,618.66	3,625.00	1,006.34	0.00	0.00	0.00	0.00%
32361	Gifted and Talented Ap	350.00	650.00	300.00	700.00	0.00	(700.00)	0.00%
32381	National School Lunch	522,883.00	779,240.00	256,357.00	171,650.00	1,052,110.50	880,460.50	16.31%
32415	Secondary Workforce Cntrs	15,166.42	24,374.76	9,208.34	0.00	0.00	0.00	0.00%
32520	Matching (State)	2,283.83	3,106.37	822.54	4,027.34	15,328.20	11,300.86	26.27%
32710	AR Better Chance (ABC) Gran	0.00	0.00	0.00	67,263.20	97,200.00	29,936.80	69.20%
45110	ESEA CH1 COMP	748,200.35	865,045.97	116,845.62	622,117.14	1,458,216.90	836,099.76	42.66%
45119	Title I, Part A-ARRA	220,943.64	116,639.50	(104,304.14)	0.00	0.00	0.00	0.00%
45129	Title I, EJF, ARRA	128,528.01	0.00	(128,528.01)	0.00	0.00	0.00	0.00%
45145	Charter Sch Funding	253,752.94	0.00	(253,752.94)	0.00	0.00	0.00	0.00%
45510	SL 4 Lunches-\Type A	269,341.14	352,224.27	82,883.13	254,496.36	502,638.00	248,141.64	50.63%
45520	SL 11 Lunch-Free/Reduced	142,880.12	192,181.29	49,301.17	132,722.46	285,646.00	152,923.54	46.46%
45540	Snack REIM	75,651.44	106,004.80	30,353.36	72,756.84	147,576.00	74,819.16	49.30%
45561	Regular Commodities	15,699.78	16,394.00	694.22	0.00	0.00	0.00	0.00%
45613	IDEA VIB Pass Through	72,631.16	131,066.00	58,434.84	80,099.92	105,544.00	25,444.08	75.89%
45621	IDEA-ARRA	47,720.74	6,840.86	(40,879.88)	0.00	0.00	0.00	0.00%
45808	EETT Grant	38,031.52	70,555.00	32,523.48	0.00	0.00	0.00	0.00%
45910	Medicare Catastrophic Cov	4,544.59	6,911.16	2,366.57	0.00	8,630.05	8,630.05	0.00%
45913	ARMAC Medicaid ADM Claim	25,851.54	16,523.28	(9,328.26)	11,971.85	8,630.05	(3,341.80)	138.72%
45925	Title II-A	9,246.00	10,794.54	1,548.54	19,194.61	0.00	(19,194.61)	0.00%
45977	Title VI-B State	0.00	0.00	0.00	16,531.17	0.00	(16,531.17)	0.00%
51900	MISC Nonrevenue Sources	653,947.00	2,685,856.04	2,031,909.04	240,111.29	0.00	(240,111.29)	0.00%
51999	Audit Adjust- PY Errors	22,237.00	0.00	(22,237.00)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	2,451,326.16	1,706,295.16	(745,031.00)	1,155,236.55	2,242,954.00	1,087,717.45	51.51%
52201	Transfer from 2000	0.00	6,218,841.05	6,218,841.05	3,989,610.81	0.00	(3,989,610.81)	0.00%
52600	Trans From Federal Grants	11,211.30	0.00	(11,211.30)	0.00	0.00	0.00	0.00%
52900	Indirect Cost Reimburse	23,894.25	0.00	(23,894.25)	0.00	0.00	0.00	0.00%
	Total Revenue	11,031,203.11	20,640,772.69	9,609,569.58	13,025,455.13	15,802,158.60	2,776,703.47	82.43%

All transfers included

Revenue not up, new transfer (52201) causes to appear as increase

Arkansas Department of Education
Kipp Delta Charter
Review Expenditures

ALL FUNDS								
		Actual 2010-11	Actual 2011-12	2011-12 Actual compared to	Actual as of	2012-13 Annual	2012-13 Budget	2012-13 % of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/23/13	Budget	Balance	Expended
61000-52999	Salaries & Benefits	4,349,025.32	5,451,817.59	1,102,792.27	4,381,466.33	8,104,647.35	3,723,181.02	54.06%
Other:								
63210	Instructional	25,648.16	39,033.20	13,385.04	9,208.39	0.00	(9,208.39)	0.00%
63211	Instruc- field lesson	51,856.01	49,478.66	(2,377.35)	10,332.88	34,200.00	23,867.12	30.21%
63212	Instruct- Stud Events	0.00	0.00	0.00	8,605.00	58,887.00	50,282.00	14.61%
63230	Consulting- Educational	15,218.63	0.00	(15,218.63)	0.00	21,000.00	21,000.00	0.00%
63310	Prof Dev- Certified	102,525.74	91,770.04	(10,755.70)	50,264.80	40,735.40	(9,529.40)	123.39%
63311	Prof Dev- Cert Other	63,681.72	101,794.90	38,113.18	212,740.00	180,000.00	(32,740.00)	118.19%
63320	Prof Development Classified	14,844.63	38,297.71	23,453.08	4,159.20	15,532.40	11,373.20	26.78%
63322	Prof Dev - KTC	0.00	0.00	0.00	2,460.12	5,000.00	2,539.88	49.20%
63323	Prof Dev - Fundraising	0.00	0.00	0.00	25.00	2,500.00	2,475.00	1.00%
63410	Pupil Services	24,488.80	26,112.06	1,623.26	6,668.88	16,000.00	9,331.12	41.68%
63431	Financial Audits	25,900.00	32,000.00	6,100.00	30,000.00	32,031.83	2,031.83	93.66%
63440	Legal	5,500.00	5,310.34	(189.66)	3,501.50	15,915.00	12,413.50	22.00%
63450	Medical	2,088.93	4,055.65	1,966.72	0.00	8,000.00	8,000.00	0.00%
63460	Information Technonogy	87,593.82	180,265.32	92,671.50	112,719.36	124,000.00	11,280.64	90.90%
63461	IT- Student Support	0.00	5,965.30	5,965.30	4,199.85	0.00	(4,199.85)	0.00%
63462	IT- Staff Support	0.00	4,336.74	4,336.74	2,766.96	0.00	(2,766.96)	0.00%
63490	Other Professional Svcs	11,793.63	11,459.97	(333.66)	18,449.03	32,030.85	13,581.82	57.60%
63590	Other Technical Services	43,157.17	0.00	(43,157.17)	0.00	0.00	0.00	0.00%
63900	Matching (State)	9,360.66	99,501.37	90,140.71	28,197.69	31,529.00	3,331.31	89.43%
64110	Water/Sewer	14,118.77	19,130.71	5,011.94	15,124.52	31,500.00	16,375.48	48.01%
64230	Custodial	132,655.08	150,955.74	18,300.66	133,387.45	198,093.00	64,705.55	67.34%
64240	Lawn Care/Grounds Maint	12,587.60	9,198.50	(3,389.10)	10,198.00	37,524.00	27,326.00	27.18%
64310	Repairs & Maintenance	68,763.82	92,107.63	23,343.81	64,177.19	118,289.00	54,111.81	54.25%
64311	Bus repairs & Maint	6,703.85	55,133.67	48,429.82	5,118.62	77,916.67	72,798.05	6.57%
64320	Techn Repairs & Maint.	8,490.90	24,857.81	16,366.91	24,328.57	20,000.00	(4,328.57)	121.64%
64321	Copier Repair & Maint	29,607.94	36,602.94	6,995.00	19,305.67	28,907.00	9,601.33	66.79%
64410	Land & Building Lease	34,832.50	36,563.00	1,730.50	13,427.50	32,632.00	19,204.50	41.15%
64420	Rental of Equip & vehicle	0.00	98.71	98.71	481.52	0.00	(481.52)	0.00%
64430	Rental - Computers/Equip.	21,373.16	19,866.31	(1,506.85)	12,140.02	28,907.00	16,766.98	42.00%
64500	Construction Services	567,671.31	2,789,215.27	2,221,543.96	6,272.57	17,429.60	11,157.03	35.99%
64510	Construction Consulting	0.00	0.00	0.00	22,790.00	0.00	(22,790.00)	0.00%
65110	Another Lea In State	118,252.80	79,695.36	(38,557.44)	51,711.38	0.00	(51,711.38)	0.00%
65210	Property Insurance	57,466.57	108,944.70	51,478.13	85,636.77	98,190.00	12,553.23	87.22%
65250	Accident Ins For Students	4,565.00	6,127.00	1,562.00	0.00	6,000.00	6,000.00	0.00%
65290	Other Insurance	1,017.70	122.90	0.00	87.80	0.00	(87.80)	0.00%
65310	Telephone	19,466.93	8,118.53	(11,348.40)	3,190.90	12,372.00	9,181.10	25.79%
65311	Telephone-Staff	0.00	21,383.43	21,383.43	75,632.17	40,000.00	(35,632.17)	189.08%
65312	Telephone- School	0.00	1,078.33	1,078.33	7,383.66	10,000.00	2,616.34	73.84%
65320	Postage	10,728.73	10,991.27	262.54	7,162.13	5,000.00	(2,162.13)	143.24%
65321	Postage - Fundraising	0.00	0.00	0.00	2,277.50	1,000.00	(1,277.50)	227.75%
65322	Postage - KTC	0.00	0.00	0.00	0.00	200.00	200.00	0.00%
65330	Networking/Internet Svcs	1,836.59	401.84	(1,434.75)	153.65	1,250.00	1,096.35	12.29%
65400	Advertising.Recruitment	27,237.89	28,227.58	989.69	20,208.70	26,562.00	6,353.30	76.08%
65401	Advertising- Students	5,127.95	2,599.25	(2,528.70)	1,500.92	21,000.00	19,499.08	7.15%
65403	All Other Emp Expenses	0.00	0.00	0.00	1,905.78	0.00	(1,905.78)	0.00%
65500	Printing & Binding	0.00	6.00	6.00	537.97	0.00	(537.97)	0.00%
65501	Printing & Binding -Dev	27,038.19	18,024.26	(9,013.93)	7,019.45	5,000.00	(2,019.45)	140.39%
65810	Travel- Cert (required)	2,914.31	5,885.47	2,971.16	9,458.82	25,128.92	15,670.10	37.64%
65820	Travel- Class (required)	25,771.98	30,386.47	4,614.49	16,177.06	14,903.32	(1,273.74)	108.55%
65821	Travel - Class - KTC	0.00	0.00	0.00	2,323.29	7,681.50	5,358.21	30.25%
65822	Travel - Class - Fundraising	0.00	0.00	0.00	5,260.93	3,750.00	(1,510.93)	140.29%
65850	Travel- Cert out of st	39,833.64	38,920.15	(913.49)	24,054.37	25,128.92	1,074.55	95.72%
65860	Travel- Class out of st	16,806.32	12,221.98	(4,584.34)	4,791.68	14,903.32	10,111.64	32.15%
65861	Travel - Out of State KTC	0.00	0.00	0.00	3,404.76	7,681.50	4,276.74	44.32%
65862	Travel - Out of State Fundraisin	0.00	0.00	0.00	813.30	3,750.00	2,936.70	21.69%
65870	Travel - non employee (REQ)	63,744.93	68,446.00	4,701.07	12.00	34,200.00	34,188.00	0.04%
65871	Travel- non emp athletic	48,158.94	28,640.29	(19,518.65)	26,318.29	31,166.67	4,848.38	84.44%
65872	Travel - non emp - KTC	0.00	0.00	0.00	2,137.93	37,000.00	34,862.07	5.78%
65880	Meals- Travel/Conference	25,470.15	15,409.82	(10,060.33)	15,082.54	36,095.08	21,012.54	41.79%
65881	Meals- Stud Events	4,077.77	9,880.44	5,802.67	2,829.13	8,495.00	5,665.87	33.30%
65882	Meals- Staff	11,014.42	6,108.32	(4,906.10)	4,902.31	7,346.00	2,443.69	66.73%
65883	Meals- Stud Trips	23,174.87	29,423.60	6,248.73	2,730.21	34,200.00	31,469.79	7.98%
65884	Meals- Athletics	709.52	559.75	(149.77)	1,287.36	0.00	(1,287.36)	0.00%
65885	Meals- Trainging/Develpm	0.00	2,169.20	2,169.20	3,294.96	37,876.40	34,581.44	8.70%
65886	Meals - KTC	0.00	0.00	0.00	856.59	2,000.00	1,143.41	42.83%
65887	Meals - Fundraiser	0.00	0.00	0.00	1,479.18	3,750.00	2,270.82	39.44%
65890	Lodging	40,031.14	48,638.49	8,607.35	26,498.79	36,696.08	10,197.29	72.21%
65891	Lodging- Students	39,188.17	53,156.99	13,968.82	1,160.70	34,200.00	33,039.30	3.39%
65892	Lodging - KTC	0.00	0.00	0.00	1,522.77	0.00	(1,522.77)	0.00%
65893	Lodging - Fundraising	0.00	0.00	0.00	1,915.04	3,750.00	1,834.96	51.07%
65900	Misc Purc Svs	846.85	0.00	(846.85)	0.00	0.00	0.00	0.00%

Data Sources: APSCN documents

Arkansas Department of Education
Kipp Delta Charter
Review Expenditures

Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/23/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	**4,349,025.32**	**5,451,817.59**	**1,102,792.27**	**4,381,466.33**	**8,104,647.35**	**3,723,181.02**	54.06%
65901	Misc Purc Svs- Students	**1,079.88**	**17,742.03**	**16,662.15**	**6,955.50**	**8,494.00**	**1,538.50**	81.89%
65902	Misc Purc Svs- PD	**1,002.00**	**1,550.12**	**548.12**	**4,698.50**	**25,785.40**	**21,086.90**	18.22%
65903	Misc Purc Svs- Facility	**53,439.12**	**69,238.05**	**15,798.93**	**66,202.79**	**95,755.00**	**29,552.21**	69.14%
65904	Fire/ Security	**11,836.76**	**446.84**	**(11,389.92)**	**0.00**	**6,000.00**	**6,000.00**	0.00%
65905	Misc Purc Svs- Music	**0.00**	**7,947.94**	**7,947.94**	**3,035.76**	**0.00**	**(3,035.76)**	0.00%
65906	Board Purch Svcs	**548.35**	**2,040.20**	**1,491.85**	**533.80**	**7,447.50**	**6,913.70**	7.17%
65907	Contractual Svcs- Dev	**0.00**	**11,154.38**	**11,154.38**	**34,447.51**	**48,000.00**	**13,552.49**	71.77%
65908	Purch svcs Athletics	**11,215.00**	**10,859.55**	**(355.45)**	**12,753.00**	**8,000.00**	**(4,753.00)**	159.41%
65909	Bckgnd Checks/ Drug screen	**5,330.55**	**7,021.78**	**1,691.23**	**8,270.36**	**0.00**	**(8,270.36)**	0.00%
66100	Gen Supplies	**686.22**	**0.00**	**(686.22)**	**0.00**	**0.00**	**0.00**	0.00%
66101	General Supplies- Students	**46,881.63**	**10,919.93**	**(35,961.70)**	**257.78**	**0.00**	**(257.78)**	0.00%
66102	Gen Supplies- PD	**16,895.00**	**10,221.04**	**(6,673.96)**	**5,775.45**	**37,876.40**	**32,100.95**	15.25%
66103	Gen supplies- Stud Events	**16,903.59**	**17,853.56**	**949.97**	**3,096.18**	**8,492.00**	**5,395.82**	36.46%
66104	Gen Supplies Stud Trips	**1,183.41**	**7,586.92**	**6,403.51**	**0.00**	**34,200.00**	**34,200.00**	0.00%
66105	Gen Supplies- Copier	**6,629.88**	**1,258.05**	**(5,371.83)**	**545.81**	**0.00**	**(545.81)**	0.00%
66106	Gen- Supplies- Staff	**4,499.38**	**11,910.95**	**7,411.57**	**22,634.88**	**7,345.00**	**(15,289.88)**	308.17%
66107	Equip Under 1000	**7,680.98**	**10,329.14**	**2,648.16**	**25,120.89**	**14,349.00**	**(10,771.89)**	175.07%
66108	Gen Supplies- Office Dec	**680.05**	**3,565.52**	**2,885.47**	**1,387.45**	**0.00**	**(1,387.45)**	0.00%
66109	Educ Public Subscriptions	**0.00**	**873.95**	**873.95**	**0.00**	**0.00**	**0.00**	0.00%
66110	Uniforms	**40,604.55**	**37,622.03**	**(2,982.52)**	**43,701.68**	**34,999.00**	**(8,702.68)**	124.87%
66111	Uniforms- Athletics	**10,331.54**	**6,073.40**	**(4,258.14)**	**5,210.60**	**1,500.00**	**(3,710.60)**	347.37%
66112	Uniforms- Food Svc	**0.00**	**1,581.82**	**1,581.82**	**864.00**	**1,100.00**	**236.00**	78.55%
66113	Uniforms- Band/Choir	**0.00**	**2,182.82**	**2,182.82**	**2,429.93**	**0.00**	**(2,429.93)**	0.00%
66120	Health Supplies	**526.02**	**1,488.25**	**962.23**	**964.74**	**0.00**	**(964.74)**	0.00%
66140	Assessment/Testing	**25,355.35**	**62,339.27**	**36,983.92**	**39,560.82**	**52,841.00**	**13,280.18**	74.87%
66150	Office Supplies	**32,931.76**	**43,184.50**	**10,252.74**	**40,411.77**	**53,406.00**	**12,994.23**	75.67%
66151	Office/Misc Supp-Dev/Fun	**0.00**	**0.00**	**0.00**	**1,986.59**	**8,250.00**	**6,263.41**	24.08%
66160	Classroom Supplies	**99,560.90**	**99,877.80**	**316.90**	**52,562.67**	**95,010.00**	**42,447.33**	55.32%
66161	Classroom Supplies- sped	**0.00**	**8,762.74**	**8,762.74**	**1,742.42**	**19,700.00**	**17,957.58**	8.84%
66162	Classroom Supplies - KTC	**0.00**	**0.00**	**0.00**	**925.82**	**5,550.00**	**4,624.18**	16.68%
66170	Clean/Facitliy Supplies	**17,440.66**	**25,930.87**	**8,490.21**	**4,560.68**	**11,000.00**	**6,439.32**	41.46%
66171	Cleaning supplies - food	**0.00**	**6,661.19**	**6,661.19**	**707.21**	**4,100.00**	**3,392.79**	17.25%
66180	Bus Supplies	**24,793.99**	**56,737.30**	**31,943.31**	**20,868.64**	**77,916.66**	**57,048.02**	26.78%
66210	Natural Gas	**18,333.94**	**22,714.77**	**4,380.83**	**6,286.28**	**44,944.00**	**38,657.72**	13.99%
66220	Electricity	**96,313.04**	**101,533.91**	**5,220.87**	**75,838.64**	**123,413.00**	**47,574.36**	61.45%
66260	Gasoline/Diesel	**16,099.48**	**128,487.38**	**112,387.90**	**83,263.13**	**132,000.00**	**48,736.87**	63.08%
66300	Food	**287,166.85**	**401,289.75**	**114,122.90**	**356,012.86**	**633,913.00**	**277,900.14**	56.16%
66410	Textbooks	**98,377.22**	**164,073.56**	**65,696.34**	**86,187.48**	**118,508.00**	**32,320.52**	72.73%
66415	Instructional Aides	**906.60**	**12,390.00**	**11,483.40**	**230,349.81**	**261,828.00**	**31,478.19**	87.98%
66420	Library Books	**89,401.18**	**17,756.15**	**(71,645.03)**	**24,820.82**	**45,000.00**	**20,179.18**	55.16%
66510	Software	**36,344.28**	**28,628.88**	**(7,715.40)**	**1,825.00**	**0.00**	**(1,825.00)**	0.00%
66520	Other	**1,654.10**	**19,949.76**	**18,295.66**	**9,436.25**	**21,330.00**	**11,893.75**	44.24%
66527	Tech Equip Under 1000	**41,916.58**	**96,674.93**	**54,758.35**	**24,186.01**	**152,065.10**	**127,879.09**	15.91%
66900	Other Supply- Athletics	**7,845.68**	**14,039.47**	**6,193.79**	**5,550.06**	**22,350.00**	**16,799.94**	24.83%
66901	Other Supply- Band/Choir	**2,254.11**	**25,089.88**	**22,835.77**	**17,945.28**	**16,506.00**	**(1,439.28)**	108.72%
66999	Equipment under $1000	**0.00**	**615.65**	**615.65**	**225.16**	**0.00**	**(225.16)**	0.00%
67100	Land & Improvments	**20,261.00**	**436,142.60**	**415,881.60**	**0.00**	**0.00**	**0.00**	0.00%
67330	Furniture & Fixtures	**94,663.53**	**131,395.05**	**36,731.52**	**41,281.87**	**61,115.10**	**19,833.23**	67.55%
67331	Furniture & Fixtures - Food svc	**0.00**	**7,857.87**	**7,857.87**	**41,746.69**	**51,000.00**	**9,253.31**	81.86%
67340	Equip Tech Software	**244,405.46**	**137,619.51**	**(106,785.95)**	**74,933.41**	**86,115.10**	**11,181.69**	87.02%
67350	Technology Software	**42,182.68**	**5,716.60**	**(36,466.08)**	**13,265.61**	**68,615.10**	**55,349.49**	19.33%
68100	Dues and Fees	**37,287.50**	**52,786.20**	**15,498.70**	**6,262.81**	**32,031.82**	**25,769.01**	19.55%
68102	dues and fees- athletics	**1,428.60**	**1,335.00**	**(93.60)**	**3,607.60**	**6,150.00**	**2,542.40**	58.66%
68103	Dues and Fees- Dev/fundr	**9,071.64**	**8,535.97**	**(535.67)**	**1,410.95**	**0.00**	**(1,410.95)**	0.00%
68104	Dues and fees - Prof dev	**920.00**	**32.00**	**(888.00)**	**0.00**	**0.00**	**0.00**	0.00%
68300	Interest	**249,194.86**	**262,904.71**	**13,709.85**	**201,258.09**	**346,925.00**	**145,666.91**	58.01%
68400	Indirect Cost	**23,894.25**	**0.00**	**(23,894.25)**	**0.00**	**0.00**	**0.00**	0.00%
68820	Improvement Tax	**1,197.06**	**0.00**	**(1,197.06)**	**0.00**	**0.00**	**0.00**	0.00%
68830	Property Tax	**0.00**	**187.29**	**187.29**	**0.00**	**0.00**	**0.00**	0.00%
69100	Redemption of Principal	**943,487.07**	**193,987.18**	**(749,499.89)**	**171,996.96**	**470,799.00**	**298,802.04**	36.53%
69310	To Salary Fund	**1,319,744.63**	**1,706,295.16**	**386,550.53**	**1,155,236.55**	**2,242,954.00**	**1,087,717.45**	51.51%
69321	Transfer to 2001	**0.00**	**6,218,841.05**	**6,218,841.05**	**3,989,610.81**	**0.00**	**(3,989,610.81)**	0.00%
69320	To Operating Fund	**1,131,581.53**	**0.00**	**(1,131,581.53)**	**0.00**	**0.00**	**0.00**	0.00%
69360	To Federal Grants Fund	**11,211.30**	**0.00**	**(11,211.30)**	**0.00**	**0.00**	**0.00**	0.00%
69400	Program Funding Return	**59.00**	**0.00**	**(59.00)**	**0.00**	**0.00**	**0.00**	0.00%
Total Other Exp.		**7,260,183.93**	**15,310,521.19**	**8,050,337.26**	**8,288,522.44**	**7,449,515.64**	**(839,006.80)**	111.26%
	Total Expenditures	**11,609,209.25**	**20,762,338.78**	**9,153,129.53**	**12,669,988.77**	**15,554,162.99**	**2,884,174.22**	81.46%
67900	Depreciation vehicles	**0.00**	**88,340.55**	**88,340.55**	**63,511.13**	**0.00**	**(63,511.13)**	0.00%
67901	Depreciation Building	**0.00**	**330,637.28**	**330,637.28**	**192,967.53**	**305,087.00**	**112,119.47**	63.25%
67902	Depreciation Furn/Fixtures	**0.00**	**188,979.45**	**188,979.45**	**126,826.72**	**343,035.00**	**216,208.28**	36.97%

Data Sources: APSCN documents

Funds 1, 2, 4

FY 11 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2011
2,483,240.84	8,717,157.11	9,486,952.39	1,713,445.56

FY 12 Actual

Beginning Balance	Revenue	Expenditures	Balance 6/30/2012
1,713,445.56	15,605,135.85	15,561,606.15	1,756,975.26

FY13 Budget

Beginning Balance	Revenue	Expenditures	Projected Balance 6/30/2013
1,756,975.26	13,219,215.40	12,956,539.40	2,019,651.26

FY13 as of January 22, 2013

Beginning Balance	Revenue	Expenditures	Balance as of 6/30/2013
1,756,975.26	11,530,670.32	11,075,144.14	2,212,501.44

Source: APSCN Documents

Arkansas Department of Education
Kipp Delta
Charter
Review Revenue

Funds 1,2,4								
		Actual 2010-11 as of 06/30/11	Actual 2011-12 as of 06/30/12	2011-12 Actual compared to 2010-11 Actual	Actual As of 01/23/2013	2012-13 Annual Budget	2012-13 Budget Balance	2012-13 % of Budget Expended
Revenue:								
15100	Interest on Investments	3,299.73	3,268.40	(31.33)	2,232.25	0.00	(2,232.25)	0.00%
17120	Other sch Sponsored Event	19,811.90	4,675.87	(15,136.03)	723.50	12,100.34	11,376.84	5.98%
17200	Sales	19,763.53	20,609.75	846.22	20,592.70	28,950.00	8,357.30	71.13%
17210	Sch Spnsrd-pictures, etc.	78.88	17,109.81	17,030.93	0.00	12,100.33	12,100.33	0.00%
19200	Private Contributions	1,298,797.97	1,459,973.19	161,175.22	1,801,497.09	2,469,136.23	667,639.14	72.96%
19800	Refunds of Prior Yr Expen	9,541.08	25,651.70	16,110.62	17,683.32	0.00	(17,683.32)	0.00%
19900	Misc Rev FR Local Sources	4,662.81	24,394.16	19,731.35	11,530.90	0.00	(11,530.90)	0.00%
31700	Charter School Funding	3,829,845.00	5,280,645.00	1,450,800.00	4,241,704.00	7,257,186.00	3,015,482.00	58.45%
32250	Quality Enhance Induct PR	17,376.72	1,200.00	(16,176.72)	0.00	0.00	0.00	0.00%
32256	Professional Dev. ACT 59	21,557.00	34,582.00	13,025.00	50,246.00	47,478.00	(2,768.00)	0.00%
32310	Hand Child-Supv/Extend YR	2,618.66	3,625.00	1,006.34	0.00	0.00	0.00	0.00%
32361	Gifted and Talented Ap	350.00	650.00	300.00	700.00	0.00	(700.00)	0.00%
32381	National School Lunch	522,883.00	779,240.00	256,357.00	171,650.00	1,052,110.50	880,460.50	16.31%
32415	Secondary Workforce Cntrs	15,166.42	24,374.76	9,208.34	0.00	0.00	0.00	0.00%
32710	AR Better Chance (ABC) Gran	0.00	0.00	0.00	67,263.20	97,200.00	29,936.80	69.20%
51900	MISC Nonrevenue Sources	453,947.00	0.00	(453,947.00)	0.00	0.00	0.00	0.00%
51999	Audit Adjust- PY Errors	22,237.00	0.00	(22,237.00)	0.00	0.00	0.00	0.00%
52200	Trans from Operating Fund	2,451,326.16	1,706,295.16	(745,031.00)	1,155,236.55	2,242,954.00	1,087,717.45	51.51%
52201	Transfer from 2000	0.00	6,218,841.05	6,218,841.05	3,989,610.81	0.00	(3,989,610.81)	0.00%
52900	Indirect Cost Reimburse	23,894.25	0.00	(23,894.25)	0.00	0.00	0.00	0.00%
	Total Revenue	8,717,157.11	15,605,135.85	6,887,978.74	11,530,670.32	13,219,215.40	1,688,545.08	87.23%
All transfers included								
Revenue not up, new transfer (52201) causes to appear as increase								

Arkansas Department of Education
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ALL FUNDS								
		Actual 2010-11	Actual 2011-12	2011-12 Actual compared to	Actual as of	2012-13 Annual	2012-13 Budget	2012-13 % of Budget
Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/23/13	Budget	Balance	Expended
61000-52999	Salaries & Benefits	3,641,289.94	4,634,191.59	992,901.65	3,666,921.74	6,985,545.43	3,318,623.69	52.49%
Other:								
63210	Instructional	25,648.16	38,393.20	12,745.04	9,208.39	0.00	(9,208.39)	0.00%
63211	Instruc- field lesson	51,856.01	49,478.66	(2,377.35)	10,332.88	34,200.00	23,867.12	30.21%
63212	Instruct- Stud Events	0.00	0.00	0.00	8,605.00	58,887.00	50,282.00	14.61%
63230	Consulting- Educational	6,333.13	0.00	(6,333.13)	0.00	3,000.00	3,000.00	0.00%
63310	Prof Dev- Certified	37,689.08	7,747.10	(29,941.98)	38,838.00	8,390.40	(30,447.60)	462.89%
63311	Prof Dev- Cert Other	0.00	20,367.71	20,367.71	0.00	0.00	0.00	0.00%
63320	Prof Development Classified	3,099.63	0.00	(3,099.63)	4,159.20	5,532.40	1,373.20	75.18%
63322	Prof Dev - KTC	0.00	0.00	0.00	2,460.12	5,000.00	2,539.88	49.20%
63323	Prof Dev - Fundraising	0.00	0.00	0.00	25.00	2,500.00	2,475.00	1.00%
63410	Pupil Services	6,120.00	10,454.54	4,334.54	6,100.08	13,400.00	7,299.92	45.52%
63431	Financial Audits	25,900.00	32,000.00	6,100.00	30,000.00	32,031.83	2,031.83	93.66%
63440	Legal	5,500.00	5,310.34	(189.66)	3,501.50	15,915.00	12,413.50	22.00%
63450	Medical	2,088.93	1,087.39	(1,001.54)	0.00	8,000.00	8,000.00	0.00%
63460	Information Technology	39,198.13	114,787.02	75,588.89	109,724.69	124,000.00	14,275.31	88.49%
63461	IT- Student Support	0.00	5,965.30	5,965.30	4,199.85	0.00	(4,199.85)	0.00%
63462	IT- Staff Support	0.00	4,336.74	4,336.74	2,766.96	0.00	(2,766.96)	0.00%
63490	Other Professional Svcs	8,423.26	11,308.39	2,885.13	18,449.03	32,030.85	13,581.82	57.60%
63590	Other Technical Services	24,603.33	0.00	(24,603.33)	0.00	0.00	0.00	0.00%
63900	Other Purc Prof/Tech Svs	6,850.00	64,632.55	57,782.55	28,197.69	31,529.00	3,331.31	89.43%
64110	Water/Sewer	12,718.77	17,467.09	4,748.32	13,584.10	28,700.00	15,115.90	47.33%
64230	Custodial	132,655.08	150,955.74	18,300.66	133,387.45	198,093.00	64,705.55	67.34%
64240	Lawn Care/Grounds Maint	12,587.60	9,198.50	(3,389.10)	10,198.00	37,524.00	27,326.00	27.18%
64310	Repairs & Maintenance	65,063.90	84,952.92	19,889.02	61,319.39	116,559.00	55,239.61	52.61%
64311	Bus repairs & Maint	6,703.85	55,133.67	48,429.82	5,118.62	77,916.67	72,798.05	6.57%
64320	Techn Repairs & Maint.	4,882.90	24,040.61	19,157.71	24,328.57	20,000.00	(4,328.57)	121.64%
64321	Copier Repair & Maint	29,607.94	34,859.35	5,251.41	19,305.67	24,341.00	5,035.33	79.31%
64410	Land & Building Lease	34,832.50	36,563.00	1,730.50	13,427.50	32,632.00	19,204.50	41.15%
64420	Rental of Equip & vehicle	0.00	98.71	98.71	481.52	0.00	(481.52)	0.00%
64430	Rental - Computers/Equip.	21,373.16	19,030.43	(2,342.73)	12,140.02	24,341.00	12,200.98	49.87%
64500	Construction Services	395,525.59	100,469.98	(295,055.61)	1,600.00	17,429.60	15,829.60	9.18%
64510	Construction Consulting	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
65110	Another Lea In State	96,880.80	79,695.36	(17,185.44)	51,711.38	0.00	(51,711.38)	0.00%
65210	Property Insurance	57,466.57	108,944.70	51,478.13	85,636.77	98,190.00	12,553.23	87.22%
65250	Accident Ins For Students	4,565.00	6,127.00	1,562.00	0.00	6,000.00	6,000.00	0.00%
65290	Other Insurance	1,017.70	122.90	0.00	87.80	0.00	(87.80)	0.00%
65310	Telephone	19,466.93	8,118.53	(11,348.40)	3,190.90	12,372.00	9,181.10	25.79%
65311	Telephone-Staff	0.00	21,383.43	21,383.43	75,632.17	40,000.00	(35,632.17)	189.08%
65312	Telephone- School	0.00	1,078.33	1,078.33	7,383.66	10,000.00	2,616.34	73.84%
65320	Postage	10,728.73	10,991.27	262.54	7,162.13	5,000.00	(2,162.13)	143.24%
65321	Postage - Fundraising	0.00	0.00	0.00	2,277.50	1,000.00	(1,277.50)	227.75%
65322	Postage - KTC	0.00	0.00	0.00	0.00	200.00	200.00	0.00%
65330	Networking/Internet Svcs	1,836.59	401.84	(1,434.75)	153.65	1,250.00	1,096.35	12.29%
65400	Advertising.Recruitment	21,176.43	24,852.37	3,675.94	19,122.10	22,864.00	3,741.90	83.63%
65401	Advertising- Students	5,085.10	2,383.93	(2,701.17)	631.25	15,000.00	14,368.75	4.21%
65403	All Other Emp Expenses	0.00	0.00	0.00	1,905.78	0.00	(1,905.78)	0.00%
65500	Printing & Binding	0.00	6.00	6.00	537.97	0.00	(537.97)	0.00%
65501	Printing & Binding -Dev	27,038.19	18,024.26	(9,013.93)	7,019.45	5,000.00	(2,019.45)	140.39%
65810	Travel- Cert (required)	836.64	4,175.95	3,339.31	4,481.05	14,753.67	10,272.62	30.37%
65820	Travel- Class (required)	24,759.78	30,020.17	5,260.39	16,177.06	14,903.32	(1,273.74)	108.55%
65821	Travel - Class - KTC	0.00	0.00	0.00	2,323.29	7,681.50	5,358.21	30.25%
65822	Travel - Class - Fundraising	0.00	0.00	0.00	5,260.93	3,750.00	(1,510.93)	140.29%
65850	Travel- Cert out of st	18,333.43	4,266.43	(14,067.00)	14,417.52	14,753.67	336.15	97.72%
65860	Travel- Class out of st	14,787.92	12,221.98	(2,565.94)	4,638.28	14,903.32	10,265.04	31.12%
65861	Travel - Out of State KTC	0.00	0.00	0.00	3,404.76	7,681.50	4,276.74	44.32%
65862	Travel - Out of State Fundraisin	0.00	0.00	0.00	813.30	3,750.00	2,936.70	21.69%
65870	Travel - non employee (REQ)	63,744.93	68,446.00	4,701.07	12.00	34,200.00	34,188.00	0.04%
65871	Travel- non emp athletic	47,231.27	28,457.14	(18,774.13)	26,318.29	0.00	(26,318.29)	0.00%
65872	Travel - non emp - KTC	0.00	0.00	0.00	2,137.93	37,000.00	34,862.07	5.78%
65880	Meals- Travel/Conference	19,332.59	6,670.71	(12,661.88)	6,404.56	25,719.83	19,315.27	24.90%
65881	Meals- Stud Events	4,077.77	9,880.44	5,802.67	2,829.13	8,495.00	5,665.87	33.30%
65882	Meals- Staff	11,014.42	6,108.32	(4,906.10)	4,902.31	7,346.00	2,443.69	66.73%
65883	Meals- Stud Trips	23,174.87	29,423.60	6,248.73	2,730.21	34,200.00	31,469.79	7.98%
65884	Meals- Athletics	482.65	532.07	49.42	1,287.36	0.00	(1,287.36)	0.00%
65885	Meals- Trainging/Develpm	0.00	1,562.91	1,562.91	3,294.96	5,531.40	2,236.44	59.57%
65886	Meals - KTC	0.00	0.00	0.00	856.59	2,000.00	1,143.41	42.83%
65887	Meals - Fundraiser	0.00	0.00	0.00	1,479.18	3,750.00	2,270.82	39.44%
65890	Lodging	19,004.40	17,936.82	(1,067.58)	18,169.87	26,320.83	8,150.96	69.03%
65891	Lodging- Students	39,188.17	53,156.99	13,968.82	1,160.70	34,200.00	33,039.30	3.39%
65892	Lodging - KTC	0.00	0.00	0.00	1,522.77	0.00	(1,522.77)	0.00%
65893	Lodging - Fundraising	0.00	0.00	0.00	1,915.04	3,750.00	1,834.96	51.07%
65900	Misc Purc Svs	846.85	0.00	(846.85)	0.00	0.00	0.00	0.00%
65901	Misc Purc Svs- Students	1,079.88	17,742.03	16,662.15	6,955.50	8,494.00	1,538.50	81.89%

Data Sources: APSCN documents

Arkansas Department of Education
Kipp Delta Charter
Review Expenditures

Expenditures		as of 06/30/11	as of 06/30/12	2010-11 Actual	01/23/13	Budget	Balance	Expended
61000-52999	**Salaries & Benefits**	**3,641,289.94**	**4,634,191.59**	**992,901.65**	**3,666,921.74**	**6,985,545.43**	**3,318,623.69**	52.49%
65902	Misc Purc Svs- PD	852.00	1,550.12	698.12	4,562.50	3,440.40	(1,122.10)	132.62%
65903	Misc Purc Svs- Facility	44,597.51	58,788.90	14,191.39	57,330.52	94,225.00	36,894.48	60.84%
65904	Fire/ Security	10,291.01	446.84	(9,844.17)	0.00	6,000.00	6,000.00	0.00%
65905	Misc Purc Svs- Music	0.00	7,947.94	7,947.94	3,035.76	0.00	(3,035.76)	0.00%
65906	Board Purch Svcs	548.35	2,040.20	1,491.85	533.80	7,447.50	6,913.70	7.17%
65907	Contractual Svcs- Dev	0.00	11,154.38	11,154.38	23,972.27	48,000.00	24,027.73	49.94%
65908	Purch svcs Athletics	11,215.00	10,859.55	(355.45)	12,753.00	8,000.00	(4,753.00)	159.41%
65909	Bckgnd Checks/ Drug screen	5,330.55	7,021.78	1,691.23	8,270.36	0.00	(8,270.36)	0.00%
66100	Gen Supplies	523.27	0.00	(523.27)	0.00	0.00	0.00	0.00%
66101	General Supplies- Students	39,060.77	10,442.95	(28,617.82)	257.78	0.00	(257.78)	0.00%
66102	Gen Supplies- PD	2,286.23	2,115.92	(170.31)	5,190.38	5,531.40	341.02	93.83%
66103	Gen supplies- Stud Events	10,579.36	17,760.56	7,181.20	3,096.18	8,492.00	5,395.82	36.46%
66104	Gen Supplies Stud Trips	1,183.41	7,586.92	6,403.51	0.00	34,200.00	34,200.00	0.00%
66105	Gen Supplies- Copier	6,629.88	1,258.05	(5,371.83)	545.81	0.00	(545.81)	0.00%
66106	Gen- Supplies- Staff	4,499.38	11,910.95	7,411.57	22,634.88	7,345.00	(15,289.88)	308.17%
66107	Equip Under 1000	6,433.96	7,230.10	796.14	17,523.66	14,349.00	(3,174.66)	122.12%
66108	Gen Supplies- Office Dec	680.05	3,565.52	2,885.47	1,387.45	0.00	(1,387.45)	0.00%
66109	Educ Public Subscriptions	0.00	99.95	99.95	0.00	0.00	0.00	0.00%
66110	Uniforms	40,604.55	37,622.03	(2,982.52)	43,701.68	34,999.00	(8,702.68)	124.87%
66111	Uniforms- Athletics	3,714.19	6,073.40	2,359.21	0.00	0.00	0.00	0.00%
66112	Uniforms- Food Svc	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
66113	Uniforms- Band/Choir	0.00	2,182.82	2,182.82	2,429.93	0.00	(2,429.93)	0.00%
66120	Health Supplies	526.02	1,488.25	962.23	964.74	0.00	(964.74)	0.00%
66140	Assessment/Testing	8,951.78	9,432.04	480.26	24,219.47	2,211.00	(22,008.47)	1095.41%
66150	Office Supplies	32,931.76	40,416.09	7,484.33	36,564.16	43,410.00	6,845.84	84.23%
66151	Office/Misc Supp-Dev/Fun	0.00	0.00	0.00	1,986.59	8,250.00	6,263.41	24.08%
66160	Classroom Supplies	37,942.50	35,479.56	(2,462.94)	46,717.01	29,800.00	(16,917.01)	156.77%
66161	Classroom Supplies- sped	0.00	163.35	163.35	0.00	16,100.00	16,100.00	0.00%
66162	Classroom Supplies - KTC	0.00	0.00	0.00	925.82	5,550.00	4,624.18	16.68%
66170	Clean/Facitliy Supplies	15,012.39	25,930.87	10,918.48	4,560.68	11,000.00	6,439.32	41.46%
66171	Cleaning supplies - food	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
66180	Bus Supplies	24,793.99	56,737.30	31,943.31	20,868.64	77,916.66	57,048.02	26.78%
66210	Natural Gas	15,950.08	19,667.76	3,717.68	3,863.98	40,444.00	36,580.02	9.55%
66220	Electricity	92,513.07	92,878.66	365.59	70,481.81	119,663.00	49,181.19	58.90%
66260	Gasoline/Diesel	16,099.48	128,487.38	112,387.90	83,263.13	132,000.00	48,736.87	63.08%
66300	Food	9,645.60	6,998.71	(2,646.89)	0.00	0.00	0.00	0.00%
66410	Textbooks	37,115.27	142,071.70	104,956.43	86,187.48	118,508.00	32,320.52	72.73%
66415	Instructional Aides	0.00	11,890.00	11,890.00	222,428.01	259,828.00	37,399.99	85.61%
66420	Library Books	5,004.55	1,635.16	(3,369.39)	1,902.18	500.00	(1,402.18)	380.44%
66510	Software	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
66520	Other	1,654.10	3,928.96	2,274.86	9,032.11	21,330.00	12,297.89	42.34%
66527	Tech Equip Under 1000	6,496.25	28,516.89	22,020.64	6,259.54	105,221.60	98,962.06	5.95%
66900	Other Supply- Athletics	3,606.05	6,882.22	3,276.17	3,298.86	0.00	(3,298.86)	0.00%
66901	Other Supply- Band/Choir	1,666.50	19,324.61	17,658.11	9,934.21	13,695.00	3,760.79	72.54%
66999	Equipment under $1000	0.00	615.65	615.65	225.16	0.00	(225.16)	0.00%
67100	Land & Improvments	20,261.00	0.00	(20,261.00)	0.00	0.00	0.00	0.00%
67330	Furniture & Fixtures	20,001.25	93,562.14	73,560.89	14,979.68	39,271.60	24,291.92	38.14%
67331	Furniture & Fixtures - Food svc	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
67340	Equip Tech Software	87,012.60	72,061.80	(14,950.80)	42,988.60	39,271.60	(3,717.00)	109.46%
67350	Technology Software	33,506.89	5,716.60	(27,790.29)	13,265.61	39,271.60	26,005.99	33.78%
67900	Depreciation vehicles	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
67901	Depreciation Building	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
67902	Depreciation Furn/Fixtures	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68100	Dues and Fees	37,287.50	52,786.20	15,498.70	6,262.81	32,031.82	25,769.01	19.55%
68102	dues and fees- athletics	980.00	930.00	(50.00)	2,898.47	1,000.00	(1,898.47)	289.85%
68103	Dues and Fees- Dev/fundr	9,071.64	8,535.97	(535.67)	1,410.95	0.00	(1,410.95)	0.00%
68104	Dues and fees - Prof dev	920.00	32.00	(888.00)	0.00	0.00	0.00	0.00%
68300	Interest	249,194.86	262,904.71	13,709.85	201,258.09	346,925.00	145,666.91	58.01%
68400	Indirect Cost	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
68820	Improvement Tax	1,197.06	0.00	(1,197.06)	0.00	0.00	0.00	0.00%
68830	Property Tax	0.00	187.29	187.29	0.00	0.00	0.00	0.00%
69100	Redemption of Principal	943,487.07	193,987.18	(749,499.89)	171,996.96	470,799.00	298,802.04	36.53%
69310	To Salary Fund	1,319,744.63	1,706,295.16	386,550.53	1,155,236.55	2,242,954.00	1,087,717.45	51.51%
69321	Transfer to 2001	0.00	6,218,841.05	6,218,841.05	3,989,610.81	0.00	(3,989,610.81)	0.00%
69320	To Operating Fund	1,131,581.53	0.00	(1,131,581.53)	0.00	0.00	0.00	0.00%
69360	To Federal Grants Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
69400	Program Funding Return	59.00	0.00	(59.00)	0.00	0.00	0.00	0.00%
Total Other Exp.		**5,845,662.45**	**10,927,414.56**	**5,081,752.11**	**7,408,222.40**	**5,970,993.97**	**(1,437,228.43)**	124.07%
	Total Expenditures	**9,486,952.39**	**15,561,606.15**	**6,074,653.76**	**11,075,144.14**	**12,956,539.40**	**1,881,395.26**	85.48%

Data Sources: APSCN documents

2012-2013 Renewal Cycle

ADE Review and Applicant Responses

KIPP Delta Public Schools
Helena, Arkansas

Arkansas Department of Education
Open-Enrollment Public Charter School
Renewal Application Evaluation Framework

Name of School: **KIPP DELTA PUBLIC SCHOOLS**

DOCUMENTATION FROM THE GOVERNING BOARD OF THE SPONSORING ENTITY

Applicant provides documentation that the governing board has voted to approve this application for renewal.

Evaluation Criteria:
A response that is fully responsive will include:

- Minutes (may be draft minutes) of the public meeting where the vote was taken by the governing board of the sponsoring entity to seek renewal; and
- A resolution signed and dated by all board members who voted in favor of submitting the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:
A response that is fully responsive will include **Attachment 1- Contact Information Form** with the following:

- The names of the sponsoring entity and charter school;
- Complete contact information for the school principal/director and board chair;
- The dated signature of the board chair;
- The number of years requested for renewal ,that does not exceed 20; and
- Date of the school's governing board's approval of the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION I: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:
A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes the successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Pre-K should be noted as supplemental services not part of the charter with the State Board of Education. Verify that enrollment numbers reflect K-12 only.	

Response

As of January 29, 2013, our enrollment number for K-12 stands at 1,117 students (350 students at KIPP Delta Elementary Literacy Academy, 316 students at KIPP Delta College Preparatory School, 223 students at KIPP Delta Collegiate High School, and 228 students at KIPP Blytheville College Preparatory School).

SECTION II, 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 school board members;
- An explanation of the authority of the charter school board; and
- An explanation of the responsibilities of the charter school board.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION II, PARTS B AND C: DISCLOSURES

Applicants are requested to disclose any potential conflicts of interest affecting administrators and members of the charter school's governing board.

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
- **Attachment 2 – Relationship Disclosure Form** which includes an itemization of each family relationship between any member of the charter school's governing board and the employees of the charter school.

Fully Responsive	Partially Responsive	Non-Responsive
		X

Comments and Additional Questions	Reference
Attach Relationship Disclosure Form – Attachment 2	

Response

Relationship Disclosure Form – ATTACHMENT 2

Charter School Board Member's Name and Contact Information	Related to Employee(s)? ("No" or describe.)	Employee Job Title
Randy Zook 501-372-2222 rzook@arkansasstatechamber.com	No	CEO, Arkansas State Chamber of Commerce
Ron Nurnberg 662-402-2203 ron.nurnberg@teachforamerica.org	No Note: KIPP Delta hires teachers from Teach For America	Executive Director, Teach For America – Mississippi Delta

Cathy Cunningham **870-816-1152** **cathy.cunningham@southernpartners.org**	**No**	**Community Development Coordinator, Southern Bancorp**
Sam Commella **870-762-2100** **sam.commella@nucor.com**	**No**	**Vice President, Nucor Steel**
Brent Black **870 246-1009** **bblack@summitbankdirect.com**	**No**	**CFO, Summit Bank**
Chalk Mitchell **870-817-0377** **chaulkmitchell@sbcglobal.net**	**No**	**City Attorney, Helena-West Helena, AR**

SECTION III, PART A: CURRENT PERFORMANCE GOALS

Applicants are requested to list each of the charter's current student academic performance goals and provide supporting documentation, including relevant assessment data, with a narrative description of the charter's progress in achieving each goal.

Evaluation Criteria:
A response that is fully responsive will include:

- An itemization of each and every current student academic performance goal;
- Supporting data that documents the charter's progress in achieving each goal; and
- A narrative description of the charter's progress in achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Explain what was done to improve student performance when goals were not met.	

Response

Please find below amended narrative on current performance goals. For your convenience, he additions are italicized.

KIPP Delta Helena Campuses

Year 7: Over 80% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

73% of our eighth graders scored proficient or advanced in mathematics and 80% scored proficient or advanced in literacy.

In response to not meeting the mathematics goal, we implemented a rigorous curriculum called Saxon Math, a curriculum which incrementally introduces new concepts each day with a focus on practicing these concepts thoroughly before moving forward. The concepts are then spiraled and revisited throughout the year allowing students to achieve mastery. In order to train teachers, we brought in a consultant with the organization to disseminate best practices on executing the curriculum.

Year 7: Over 80% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

83% of our eleventh graders scored at least a 19 on the ACT. 91% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam.

Year 8: Over 80% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

65% of our eighth graders scored proficient or advanced in mathematics and 89% scored proficient or advanced in literacy.

In response to not achieving our mathematics goal, we continued our implementation of the Saxon Math curriculum and used Microsoft Sharepoint services to help teachers track Saxon test data. Teachers would then be able to use the tracked data to discover those areas and frameworks in which students were the weakest and plan instruction accordingly.

Year 8: Over 80% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

22% of our eleventh graders scored at least a 19 on the ACT. 80% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam. Unfortunately, we had over-emphasized our instructional efforts on the first graduating class to the detriment of our second graduating class. A substantial emphasis was placed on ACT and graduation preparation for the first class, which resulted in less focus within these areas for subsequent classes. We have learned valuable lessons from this and are in ongoing efforts to make improvements for subsequent classes. Additionally, our first graduating class did not have any special education students, whereas the year eight graduating class had three special education students, thereby impacting results. We are proud to test 100% of our special education students on the ACT.

In response to not meeting our ACT goal, we brought in a consultant from Princeton Review to help coach teachers and students on best practices for preparing for the exam. In response to not meeting our End of Course Literacy Exam goal, we brought in a part-time veteran teacher to help remediate the lowest scoring students.

Year 8: 100% of the Class of 2010 will gain admission into a college.

100% of the Class of 2010 gained admission into a college.

Year 9: Over 85% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

42% of our eighth graders scored proficient or advanced in mathematics and 79% scored proficient or advanced on literacy. The decline in the mathematics results can be explained by the replacement of a high-performing math teacher with a second-year teacher in their first year of teaching mathematics. Our previous math teacher who had achieved solid results moved into leadership and we lacked the proper oversight to achieve desired results.

In response to not meeting our mathematics goal, we implemented a performance management system in which teachers met with their instructional coaches on a weekly basis to review student learning outcomes. Such meetings are key in helping to identify the lowest performing students early in the school year, so as to implement the proper strategies for remediation and tutoring. In response to not meeting our literacy goals, we implemented a new reading enrichment class at our middle school in which each teacher taught reading every day for forty-five minutes in the morning. Such groups are differentiated by ability level and allow teachers to meet students at their appropriate reading instructional level.

Year 9: Over 85% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

46% of our eleventh graders scored at least a 19 on the ACT. 65% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam. We recognize we need to do more backwards planning on ACT preparation, thus explaining the lack of achievement relative to our stated goals. While we have typically done well on the End of Course Exams, we recognize that achievement on these tests are not necessarily predictive of performance on the ACT.

In response to not meeting our ACT goal, we began holding weekend ACT preparatory classes with students and also implemented a greater amount of ACT-aligned instruction within our core classes. In response to not meeting our End of Course Literacy Exam goal, we provided the lowest scoring students a second reading class to remediate their skills in preparation for the exam.

Year 9: 100% of the Class of 2011 will gain admission into a college.

100% of the Class of 2011 gained admission into a college.

Year 10: Over 85% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

61% of our eighth graders scored proficient or advanced in mathematics and 81% scored proficient or advanced in literacy.

In response to not meeting our mathematics goal, we continued our implementation of the Saxon Math curriculum and increase professional development options for these teachers by providing a greater amount of trainings and coaching from the publisher. In response to not meeting the literacy goal, we brought in a reading consultant to help teachers focus on the foundations of reading. The consultant assisted teachers in targeting the lowest performing readers, who particularly needed increased instruction in the phonics of reading.

Year 10: Over 85% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

66% of our eleventh graders scored at least a 19 on the ACT. 93% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam.

In response to not meeting our ACT goal, we began preparing students for ACT-aligned material at an earlier age by administering the Explore Exam for students in the 9th grade. Such efforts will ensure that students are assessed for key areas of growth earlier, allowing teachers adjust ACT preparation efforts accordingly.

Year 10: 100% of the Class of 2012 will gain admission into a college.

100% of the Class of 2012 gained admission into a college.

Year 11: Over 85% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

We have not yet taken the state Benchmark exam for the 2012-2013 school year.

Year 11: Over 85% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

Thus far, 31% of our eleventh graders have scored at least a 19 on the ACT, although we expect this number to increase by the end of the year due to comprehensive preparation programs we have established for our junior class. We have not yet taken the End of Course Literacy Exam for the 2012-2013 school year.

Year 11: 100% of the Class of 2013 will gain admission into a college.

Our expected college admission rate for the Class of 2013 is 95%.

KIPP Delta Blytheville Campus

Year 1: 80% of fifth graders will score proficient or advanced on the ACTAAP literacy exam.

74% of our fifth graders scored proficient or advanced on the ACTAAP literacy exam. We did not meet our goal in this area because we were overconfident in our abilities with primarily first-year teachers. However, despite this, we significantly outperformed the Blytheville School District in this area (74% to 30%).

In response to not meeting our literacy goal, the school hired a staff member to focus on reading intervention strategies. Additionally, the school restructured its schedule to provide more reading instruction and implemented new curriculums like Shurley English and Reading Plus in order to hit both the grammar and reading strands within literacy.

Year 1: Students will score, on average, at the 55th percentile in reading comprehension.

Our fifth graders scored at the 58th percentile in reading comprehension on the Spring administration of the NWEA MAP Test.

Year 1: 80% of fifth graders will score proficient or advanced on the ACTAAP mathematics exam.

78% of our fifth graders scored proficient or advanced on the ACTAAP mathematics exam. We outperformed the Blytheville School District in this area (78% to 58%).

In response to not meeting our mathematics goal, we implemented a greater array of blended curriculum materials in order to help differentiate instruction for students at a lower ability level.

Year 1: Students will score, on average, at the 55th percentile in mathematics reasoning.

Our fifth graders scored at the 58th percentile in mathematics reasoning on the Spring administration of the NWEA MAP Test.

Year 2: 85% of sixth graders will score proficient or advanced on the ACTAAP literacy exam.

73% of our sixth graders scored proficient or advanced on the ACTAAP literacy exam. We outperformed the Blytheville School District in this area (73% to 48%).

In response to not meeting our literacy goal, we implemented a new curriculum called Read 180 designed to ensure students are reading and being assessed on leveled books. Additionally, reading classes were reduced in size and classes increased in length.

Year 2: Students will score, on average at the 65th percentile in reading comprehension.

Our sixth graders scored at the 49th percentile in reading comprehension on the Spring administration of the NWEA MAP Test. Our fifth graders scored at the 38th percentile in reading comprehension on the Spring administration of the NWEA MAP Test. Again, an overreliance on first year teachers led to the relatively lower scores than we had anticipated.

Please see above for interventions in response to not meeting our literacy goal in Year 2.

Year 2: 85% of sixth graders will score proficient or advanced on the ACTAAP mathematics exam.

82% of our sixth graders scored proficient or advanced on the ACTAAP mathematics exam. We outperformed the Blytheville School District in this area (82% to 52%).

In response to not meeting our mathematics goal, math classes were reduced in size to approximately fifteen students per classes. Additionally, teachers continued their implementation of the Saxon Math curriculum with an emphasis on greater alignment to ACTAAP assessment items. This includes a particular focus on open response release items.

Year 2: Students will score, on average, at the 65th percentile in mathematics reasoning.

Our sixth graders scored at the 63rd percentile in mathematics reasoning on the Spring administration of the NWEA MAP Test. Our fifth graders scored at the 45th percentile in mathematics reasoning on the Spring administration of the NWEA MAP Test.

Please see above for interventions in response to not meeting our mathematics goal in Year 2.

Year 3: 95% of seventh graders will score proficient or advanced on the ACTAAP literacy exam.

We have not yet taken the ACTAAP literacy exam for the 2012-2013 school year.

Year 3: Students will score, on average, at the 75th percentile in reading comprehension.

This goal cannot yet be evaluated given that we have not yet taken the Spring administration of the reading comprehension portion of the NWEA MAP Test.

Year 3: 95% of seventh graders will score proficient or advanced on the ACTAAP mathematics exam.

We have not yet taken the ACTAAP mathematics exam for the 2012-2013 school year.

Year 3: Students will score, on average, at the 75th percentile in mathematics reasoning.

This goal cannot yet be evaluated given that we have not yet taken the Spring administration of the mathematics reasoning portion of the NWEA MAP Test.

SECTION III, PART B: NEW PERFORMANCE GOALS

Applicants are requested to list new student academic achievement performance goals that the charter wishes to add during the renewal contract period and to document the ways in which the charter will measure its progress toward achieving each goal.

Evaluation Criteria:
A response that is fully responsive will include:

- 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	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Clarify math goal that 60% of all 8th graders will score proficient or advanced on the Algebra I – EOC. **Explain why the performance goals on NWEA MAP remain the same (60% meeting growth target) rather than increasing each year.** **Provide goals for entire requested renewal period (10 years).** **Provide separate performance goals based on the assessments to be used.** **Any future desired changes to goals must be requested from SBE through the amendment process.** **Provide a copy of the ESEA Flexibility report and summary of growth toward meeting AMO's through 2017 as provided to you by NORMES.**	

Response

- The math goal pertaining to Algebra I – EOC indicates 60% of all 8th graders will have scored proficient or advanced on this exam. The language here is significant because some of our advanced mathematics students take Algebra I and its EOC exam in 7th grade. Students who do not score proficient or advanced on Algebra I by the time they exit 8th grade are provided increased remediation and tutoring.
- The NWEA MAP Assessment goal remains the same each year given that it already represents a high bar for our students to reach. The NWEA assessment is different from the Benchmark Exams in that we are measuring the percentage of students meeting their individual growth goals rather than measuring the level of proficiency in the aggregate. Growth targets for our students are higher than what they typically are at most schools. The national norm for percentage of students achieving their growth target is 50%. For those students who do not meet their growth target, we implement targeted tutoring and remediation, particularly within the stands of the subject area

revealed to be the weakest for the student. Given this, we feel the requested NWEA MAP Assessment goal is appropriate and should not be amended.

- Please find below revised goals for our requested renewal period:

KIPP Delta Helena and Blytheville Campuses

Based on the fact that there will be major transitions in the state and national assessment process during our charter renewal timeline, KIPP Delta Public Schools requests the ability to reexamine and adjust our project performance goals based on any new requirements and outcomes produced by the new assessment system. In instances such as this, KIPP Delta will request an amendment from the State Board of Education in order to change its goals.
Please find below our proposed performance goals for each of our campuses for the upcoming renewal period. Again, these goals may need to be realigned and restated as new testing mechanisms are put into place and KIPP Delta would request an amendment to our charter in these instances.

- 2013-2014:
  - Mathematics- Achieve annual measurable growth (AMO) for students as demonstrated by state testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
    - Each of our schools will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
    - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
    - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
  - Literacy- Achieve annual measurable growth (AMO) for students as demonstrated by state testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
    - Each of our schools will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
    - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
  - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
    - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.

        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2014-2015:
    - Mathematics- Achieve annual measurable growth (AMO) for students as demonstrated by state testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve annual measurable growth (AMO) for students as demonstrated by state testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.

- 2015-2016:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2016-2017:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.

        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2017-2018:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.

        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2018-2019:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.

        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2019-2020:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2020-2021:

- Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
  - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
  - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
  - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
- Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
  - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
  - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
- College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
  - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
  - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
  - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
  - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.

- 2021-2022:
  - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
    - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
    - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.

        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2022-2023:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the state-approved assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing. NWEA MAP testing will also be used to generate individual student growth data. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the state-approved assessment.

        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- KIPP Delta recognizes that NWEA MAP testing is not a tool used to measure a school's Academic Measureable Objective status and have clarified that this will be a separate tool used to measure student growth within the goals listed above.
- KIPP Delta recognizes that any future changes to our academic performance goals must be requested from the State Board of Education through an amendment process.
- Please find attached a copy of the ESEA Flexibility report and summary of growth toward meeting AMO's through 2017 as provided to KIPP Delta by NORMES.

SECTION IV, PART A: NARRATIVE ON ACADEMIC PERFORMANCE TEST DATA

Applicants are requested to review the testing data summary furnished by the ADE and describe the ways in which the data support the charter's current academic goals.

Evaluation Criteria:
A response that is fully responsive will include:

- **Attachment 3 - 2008-2012 testing data summary** provided by ADE staff; and
- A narrative describing the ways in which the testing data support the charter's current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
X		☐

Comments and Additional Questions	Reference

SECTION IV, PART B: ADDITIONAL ASSESSMENTS (IF APPLICABLE)

Applicants are requested to provide other data used by the charter to measure academic performance and to describe the ways in which the data supports the charter's current academic goals.

Evaluation Criteria:
A response that is fully responsive will include the following:

- **Attachment 3-A** which includes the specific data, other than data on file at the ADE, used by the charter to measure student academic performance during the current contractual period **or a statement that no additional data were used**; and
- A narrative description of the ways in which the data support the charter's academic goals that were approved by the State Board.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION V: FINANCE

Applicants are requested to list and discuss corrective actions for any findings in the financial audit reports prepared during the current contractual period.

Evaluation Criteria:
A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

SECTION VI, PARTS A AND B: 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.

Evaluation Criteria:
A response that is fully responsive will include:

- **Attachment 4** which is a list of current waivers approved for the charter by the State Board and provided by ADE staff;
- A list of each new waiver requested with a rationale for each or **a statement saying that no new waivers are requested**; and
- An itemized list of each current waiver the charter would like to have rescinded with a rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers**.

Fully Responsive	Partially Responsive	Non-Responsive
	X	

Comments and Additional Questions	Reference
Legal Comments **These comments are supplemental to prior legal comments given for past renewals or approvals.** **1. Waivers Not Requested:** a. **The Charter School currently has a waiver for teacher licensure. In order to properly effectuate this waiver, the Charter School should also request a waiver for Ark. Code Ann. § 6-7-309; ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher and ADE Rules Governing Waivers for Substitute Teachers.** b. **The Charter School currently has a waiver for minimum salaries and personnel policies. In order to effectuate this waiver, the Charter School should also request waivers of Ark. Code Ann. §§ 6-17-201(c)(2), 6-17-2203, and the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.** c. **The Charter School currently has a waiver for superintendent licensing and qualifications. In order to effectuate this waiver, the Charter School should also request waivers of Ark. Code Ann. §§ 6-13-109, 6-17-427, and the ADE Rules Governing the School Superintendent Mentoring Program.** d. **The Charter School currently has a waiver for alternative learning environments. In order to effectuate the waiver, the Charter School should request waivers of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 *et seq.,* Standard for Accreditation 19.03, and Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds** e. **The Charter School currently has a waiver for gifted and talented education. In order to effectuate the waiver, the applicant should request waivers of Ark. Code Ann. § 6-42-101 et seq. and § 6-20-2208(c)(6).**	

f. **The Charter School currently has a waiver for media services. In order to effectuate this waiver, the Charter School should request a waiver of Ark. Code Ann.§§ 6-25-103 and 6-25-104.** **2. Waivers Requested** a. **The Charter Schools asks for waiver of Ark. Code Ann. § 6-16-103 and sections 9.03.1.2, 9.03.4.10, and 24.17 of the Standards for Accreditation for the purpose of waiving the requirement that the school both offer and teach nine units of career and technical education courses each year. In order to accomplish this purpose, waivers of § 6-16-103 and section 24.17 are not necessary; therefore, no waiver of these will be granted unless the applicant articulates a compelling justification for waiver. In addition, although the State Board does have the authority to waive sections 9.03.1.2 and 9.03.4.10 of the Standards for Accreditation, the State Board does not have the authority to waive rules promulgated by any other agency. The Charter School may want to contact the Arkansas Department of Career Education to determine if any waiver of ADCE's rules will be necessary to fully implement this waiver request.**	

Response

- In clarification of the waiver KIPP Delta Public Schools holds for teacher licensure, and to fully effectuate the waiver, KIPP Delta Public Schools requests waivers of Ark. Code Ann. § 6-7-309; ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher, and ADE Rules Governing Waivers for Substitute Teachers.
- In clarification of the waiver KIPP Delta Public Schools holds for minimum salaries and personnel policies, and to fully effectuate the waiver, KIPP Delta Public Schools requests waivers of Ark. Code Ann. §§ 6-17-201(c)(2), 6-17-2203, and the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.
- In clarification of the waiver KIPP Delta Public Schools holds for superintendent licensing and qualifications, and to fully effectuate the waiver, KIPP Delta Public Schools requests waivers of Ark. Code Ann. §§ 6-13-109, 6-17-427, and the ADE Rules Governing the School Superintendent Mentoring Program.
- In clarification of the waiver KIPP Delta Public Schools holds for alternative learning environments, and to fully effectuate the waiver, KIPP Delta Public Schools requests waivers of Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq., Standard for Accreditation 19.03, and Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds.
- In clarification of the waiver KIPP Delta Public Schools holds for gifted and talented education, and to fully effectuate the waiver, KIPP Delta Public School requests waivers of Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c) (6).
- In clarification of the waiver KIPP Delta Public Schools holds for media services, and to fully effectuate the waiver, KIPP Delta Public Schools requests a waiver of Ark. Code Ann. §§ 6-25-103 and 6-25-104.
- In light of the ADE comments, KIPP Delta Public Schools will withdraw its waiver requests from the provisions of Ark. Code Ann. §6-16-103 and Section 24.17 of the ADE

Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. KIPP Delta Public Schools will contact the Arkansas Department of Career Education (ADCE) to determine if any waiver of ADCE's Rules will be necessary to fully implement this waiver request, and shall promptly advise the ADE of any comments and determinations made by the ADCE.

SECTION VII: REQUESTED AMENDMENTS

Applicants are requested to identify 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**; and
- A rationale for each amendment requested.

Fully Responsive	Partially Responsive	Non-Responsive
X		

Comments and Additional Questions	Reference

2012-2013 Renewal Cycle

Application

KIPP Delta Public Schools

Helena, Arkansas

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: January 18, 2013

Charter School: KIPP Delta Public Schools

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 304-B
Little Rock, AR 72201
501.683.5313

KIPP: DELTA PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 72342
Phone: 870.753.9035
Fax: 870.753.9440
www.kippdelta.org

KIPP Delta, Inc.
Minutes of the Board of Director's Meeting

Date:	January 14, 2013
Time:	3:00 pm
Location:	Arkansas State Chamber of Commerce Little Rock, AR

Attendance: Cathy Cunningham, Ron Nurnberg, Randy Zook, Ernest Cunningham, Scott Shirey, Matt Colburn, Luke VanDeWalle, Carissa Godwin in attendance. Chalk Mitchell joined via conference call. Chintan Desai took minutes.

I. Board Chair Report
   A. Randy Zook called the meeting to order at 3:01 pm. He announced the resignation of Franklin McLarty from the KIPP Delta Board of Directors.

II. Executive Director Report
   A. Scott Shirey gave a presentation on the state of KIPP Delta against the Six Essential Questions.

III. Consent Agenda
   A. October Board Meeting Minutes
      i. Cathy Cunningham motioned for the approval of the October Board minutes. Approved unanimously.
   B. Policy Manual Revision
      i. Ron Nurnberg motioned for approval of a policy manual revision which explicitly states maximum and minimum penalties in the student discipline section. Approved unanimously.

IV. Committee Reports
   A. Finance Committee
      i. Anika Baltimore gave the Finance Committee Report.
   B. Development Committee
      i. Carissa Godwin gave the Development Committee Report.
   C. Governance and Nominating Committee
      i. Luke VanDeWalle and Scott Shirey gave the Governance and Nominating Committee Report
      ii. Chalk Mitchell motioned to approve a revised version of the KIPP Delta By-Laws. Approved unanimously.
   D. Legislative Committee
      i. Ernest Cunningham gave the Legislative Committee Report.

V. Action Items
- A. Charter Renewal
  - i. Enrollment Cap
    1. Board discussion led to the conclusion that an increase in the enrollment cap would not be sought at the current time.
  - ii. Renewal Cycle (5, 10, 20)
    1. Ron Nurnberg motioned to approve KIPP Delta's request for a 10-year charter renewal from the State Board of Education. Approved unanimously.
  - iii. Blytheville Expansion
    1. Cathy Cunningham motioned to approve KIPP Delta's request to add a third grade at the Blytheville campus. Approved unanimously.
  - iv. Other
- B. Security Wall
  - i. Chalk Mitchell motioned for the approval of constructing a security wall at the KIPP Delta Gymnasium at an expense of approximately $9,000. Approved unanimously.

VI. Discussion/Presentations
- A. Graduation Rates
  - i. Board discussion led to the conclusion that while a district-wide goal surrounding 4-year graduation should remain in place, it can be understood if that goal is not met on a yearly basis due to extenuating circumstances.
- B. Plan for ADE/HWH
  - i. An update was given on the status of discussions with the Arkansas Department of Education. It was reported that Scott Shirey will have a meeting with Arkansas Department of Education Commissioner Tom Kimbrell on Thursday, January 17th.
- C. Legislative Funding Plan
  - i. Facility Funding
  - ii. Helena Facilities
    1. Ernest Cunningham gave an update on the status of pending legislation concerning facilities funding.

VII. Closing
- A. There being no further business, Randy Zook motioned for adjournment. Board meeting adjourned at 6:20 pm.

Randy Zook, Board President

_____

Scott Shirey, Executive Director

_____

KIPP: DELTA
PUBLIC SCHOOLS

415 Ohio Street
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KIPP Delta Charter Renewal Resolution

COPY OF THE RESOLUTION PASSED BY THE BOARD OF DIRECTORS OF KIPP DELTA PUBLIC SCHOOLS IN ITS MEETING HELD ON JANUARY 14, 2013 HELD AT THE ARKANSAS STATE CHAMBER OF COMMERCE

"RESOLVED THAT KIPP Delta Public Schools has the approval of its Board of Directors to request a 10-year charter renewal from the Arkansas State Board of Education."

"FURTHER RESOLVED THAT KIPP Delta Public Schools has the approval of its Board of Directors to request the adding of a third grade to its Blytheville campus."

Name: Mr. Randy Zook
Signature: _____ Date: 1.15.2012

Name: Mr. Ronald Nurnberg
Signature: _____ Date: 14 Jan., 2013

Name: Mrs. Cathy Cunningham
Signature: _____ Date: 1-15-2013

Name: Mr. Chalk Mitchell
Signature: _____ Date: 1-15-2013

Contact Information Form – ATTACHMENT 1

Sponsoring Entity:	**KIPP Delta Board of Directors**
Name of Charter School:	**KIPP Delta Public Schools**
School LEA #	**5440700**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Scott Shirey** **415 Ohio Street, Helena, AR 72342** **Phone: 870-753-9035** **Fax: 870-753-9440** **Email: scott.shirey@kippdelta.org**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Randy Zook** **1200 W. Capitol, Little Rock, AR 72201** **Phone: 501-372-2222** **Fax: 501-372-2722** **Email: rzook@arkansasstatechamber.com**

Board Chairman's Signature

Date: 1/14/2013

Requested Number of Years for Renewal: (1-20) 10

Renewal Application Approval Date by the School/Entity Board(s): 1/14/2013

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KIPP Delta Charter Renewal Application

Section I – General Description of the Charter School's Progress

Please provide a narrative about the successes of the charter during the current contractual period.

In 2002, KIPP Delta College Preparatory School opened its doors to 65 fifth graders in Helena-West Helena, Arkansas. Now, eleven years later, we reflect with pride on our accomplishments and growth. We operate four schools in Helena and Blytheville, Arkansas, serving a total of over 1,100 students in grades Pre-K through 12. Part of our mission is to create and support schools that empower students from traditionally underserved communities. In this respect, we are meeting our goal—approximately 90% of our students qualify for free or reduced lunch. In the coming years, we are excited to continue our growth trajectory in order to serve more students and communities throughout the Delta.

During the course of our journey, we have been humbled to accept several distinctions in recognition of our work. In 2008, KIPP Delta College Preparatory School was one of only three schools in Arkansas to be named a Blue Ribbon School by the U.S. Department of Education. 2012 marked the year our high school was named the number two high school in the state by *U.S. News and World Report* and was recognized as one of five exemplary schools by the state's Department of Education for its academic achievement.

Our focus on pushing students to and through college is what we feel sets us apart from other traditional public schools. 100% of our first three graduating classes have been accepted by a college or university and nearly 90% are persisting in a 2 or 4-year college or university or in the armed forces. As we expand, it is our hope and goal to continue this trend of achievement.

Section II – Composition of the Charter School's Governing Board and Relationships School Employees

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.

KIPP Delta Public schools falls under the governance of the KIPP Delta Board of Directors. The composition of the Board of Directors draws heavily from local representation to ensure the communities we represent have substantive access to KIPP Delta's Board. Furthermore, Board meetings may rotate location and/or make use of video conferencing to further ensure that all communities it serves will be treated equally.

Roles & Responsibilities:

The KIPP Delta Board is responsible for the following activities:

- Evaluation: The Board conducts an annual performance review of the Executive Director based on test results, financial reports, and feedback from other members of the management team.
- Fiscal oversight: The Finance Committee of the Board meets monthly to review school financials. The committee chair makes quarterly reports to the full KIPP Delta Board to ensure sound fiscal management.
- Region-wide fundraising: Board members personally contribute to the cluster and connect KIPP Delta to other individuals, corporations and foundations that can provide financial support. The Development Committee meets monthly to plan special events, review donor prospect research, and execute the regional fundraising strategy.
- Decision-making: Board members engage in strategic decisions affecting regions and schools.
- Progress toward goals: Board members ensure that the school adheres to the goals outlined in this charter, as well as state guidelines and other KIPP Delta Public School policies

Board Composition & Structure:

- The KIPP Delta Board consists of members selected according to KIPP Delta's By-Laws and serve at the pleasure of the Board.
- Every effort will be made to fill slots on the Board with members from local communities. Beyond this, members will primarily be recruited from within Arkansas to fill any slots not represented by local communities. It is vitally important that new members are well connected and can assist KIPP Delta in a variety of ways during this expansion period.

- The executive level of the Board includes a Chair, Vice Chair, Secretary, and Disbursing Officer.
- Board members each belong to standing committees that will meet monthly. Standing committees will include Finance, Governance and Nominating, Development, and Legislative. The full Board meets quarterly, at which time committee chairs will report on the status of their committee's activities.

Part B: Disclosure Information

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

N/A

Part C: Relationship Disclosure

On the Relationship Disclosure Form – **Attachment 2**, on page 6, provide the name of each board member and indicate if he/she is related to any school employee(s). Describe the relationship (e.g., spouse, parent, sibling) and employees' job titles, where applicable.

Please see Attachment 2.

Section III – Performance Goals

Part A: Current Performance Goals

List each of the charter's current student academic performance goals as approved by the State Board and provide supporting documentation, including relevant assessment data, with a narrative description of the charter's progress in achieving each goal.

Please see Attachment 5 for complete summary data on our current performance goals.

KIPP Delta Helena Campuses

Year 7: Over 80% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

73% of our eighth graders scored proficient or advanced in mathematics and 80% scored proficient or advanced in literacy.

Year 7: Over 80% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

83% of our eleventh graders scored at least a 19 on the ACT. 91% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam.

Year 8: Over 80% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

65% of our eighth graders scored proficient or advanced in mathematics and 89% scored proficient or advanced in literacy.

Year 8: Over 80% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

22% of our eleventh graders scored at least a 19 on the ACT. 80% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam. Unfortunately, we had over-emphasized our instructional efforts on the first graduating class to the detriment of our second graduating class. A substantial emphasis was placed on ACT and graduation preparation for the first class, which resulted in less focus within these areas for subsequent classes. We have learned valuable lessons from this and are in ongoing efforts to make improvements for subsequent classes. Additionally, our first graduating class did not have any special education students, whereas the year eight graduating class had three special education students, thereby impacting results. We are proud to test 100% of our special education students on the ACT.

Year 8: 100% of the Class of 2010 will gain admission into a college.

100% of the Class of 2010 gained admission into a college.

Year 9: Over 85% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

42% of our eighth graders scored proficient or advanced in mathematics and 79% scored proficient or advanced on literacy. The decline in the mathematics results can be explained by the replacement of a high-performing math teacher with a second-year teacher in their first year of teaching mathematics. Our previous math teacher who had achieved solid results moved into leadership and we lacked the proper oversight to achieve desired results.

Year 9: Over 85% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

46% of our eleventh graders scored at least a 19 on the ACT. 65% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam. We recognize we need to do more backwards planning on ACT preparation, thus explaining the lack of achievement relative to our stated goals. While we have typically done well on the End of Course Exams, we recognize that achievement on these tests are not necessarily predictive of performance on the ACT.

Year 9: 100% of the Class of 2011 will gain admission into a college.

100% of the Class of 2011 gained admission into a college.

Year 10: Over 85% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

61% of our eighth graders scored proficient or advanced in mathematics and 81% scored proficient or advanced in literacy.

Year 10: Over 85% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

66% of our eleventh graders scored at least a 19 on the ACT. 93% of our eleventh graders scored proficient or advanced on the End of Course Literacy Exam.

Year 10: 100% of the Class of 2012 will gain admission into a college.

100% of the Class of 2012 gained admission into a college.

Year 11: Over 85% of eighth graders will score proficient or advanced on the state Benchmark exam in both mathematics and literacy.

We have not yet taken the state Benchmark exam for the 2012-2013 school year.

Year 11: Over 85% of eleventh graders will score at least a 19 on the ACT. Over 90% of eleventh graders will score proficient or advanced on the End of Course Literacy Exam.

Thus far, 31% of our eleventh graders have scored at least a 19 on the ACT, although we expect this number to increase by the end of the year due to comprehensive preparation programs we have established for our junior class. We have not yet taken the End of Course Literacy Exam for the 2012-2013 school year.

Year 11: 100% of the Class of 2013 will gain admission into a college.

Our expected college admission rate for the Class of 2013 is 95%.

<u>KIPP Delta Blytheville Campus</u>

Year 1: 80% of fifth graders will score proficient or advanced on the ACTAAP literacy exam.

74% of our fifth graders scored proficient or advanced on the ACTAAP literacy exam. We did not hit our goal in this area because we were overconfident in our abilities with primarily first-year teachers. However, despite this, we significantly outperformed the Blytheville School District in this area (74% to 30%).

Year 1: Students will score, on average, at the 55th percentile in reading comprehension.

Our fifth graders scored at the 58th percentile in reading comprehension on the Spring administration of the NWEA MAP Test.

Year 1: 80% of fifth graders will score proficient or advanced on the ACTAAP mathematics exam.

78% of our fifth graders scored proficient or advanced on the ACTAAP mathematics exam. We outperformed the Blytheville School District in this area (78% to 58%).

Year 1: Students will score, on average, at the 55th percentile in mathematics reasoning.

Our fifth graders scored at the 58th percentile in mathematics reasoning on the Spring administration of the NWEA MAP Test.

Year 2: 85% of sixth graders will score proficient or advanced on the ACTAAP literacy exam.

73% of our sixth graders scored proficient or advanced on the ACTAAP literacy exam. We outperformed the Blytheville School District in this area (73% to 48%).

Year 2: Students will score, on average at the 65th percentile in reading comprehension.

Our sixth graders scored at the 49th percentile in reading comprehension on the Spring administration of the NWEA MAP Test. Our fifth graders scored at the 38th percentile in reading comprehension on the Spring administration of the NWEA MAP Test. Again, an overreliance on first year teachers led to the relatively lower scores than we had anticipated.

Year 2: 85% of sixth graders will score proficient or advanced on the ACTAAP mathematics exam.

82% of our sixth graders scored proficient or advanced on the ACTAAP mathematics exam. We outperformed the Blytheville School District in this area (82% to 52%).

Year 2: Students will score, on average, at the 65th percentile in mathematics reasoning.

Our sixth graders scored at the 63rd percentile in mathematics reasoning on the Spring administration of the NWEA MAP Test. Our fifth graders scored at the 45th percentile in mathematics reasoning on the Spring administration of the NWEA MAP Test.

Year 3: 95% of seventh graders will score proficient or advanced on the ACTAAP literacy exam.

We have not yet taken the ACTAAP literacy exam for the 2012-2013 school year.

Year 3: Students will score, on average, at the 75th percentile in reading comprehension.

This goal cannot yet be evaluated given that we have not yet taken the Spring administration of the reading comprehension portion of the NWEA MAP Test.

Year 3: 95% of seventh graders will score proficient or advanced on the ACTAAP mathematics exam.

We have not yet taken the ACTAAP mathematics exam for the 2012-2013 school year.

Year 3: Students will score, on average, at the 75th percentile in mathematics reasoning.

This goal cannot yet be evaluated given that we have not yet taken the Spring administration of the mathematics reasoning portion of the NWEA MAP Test.

Part B: New Performance Goals

List student academic performance goals that the school would like to add to its charter for use during the renewal contract period. For each goal, include the following:

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

KIPP Delta Helena and Blytheville Campuses

Based on the fact that there will be major transitions in the state and national assessment process during our charter renewal timeline, KIPP Delta Public Schools requests the ability to reexamine and adjust our project performance goals based on any new requirements and outcomes produced by the new assessment system.

During the first three school years of our upcoming contractual period, our proposed performance goals for each of our campuses are as follows. Again, these goals may need to be realigned and restated as new testing mechanisms are put into place.

- 2013-2014:
    - Mathematics- Achieve annual measurable growth (AMO) for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve annual measurable growth (AMO) for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal:

        - Each of our schools will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the school's AMO.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2014-2015:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the PARCC Assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the PARCC Assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:

        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.
- 2015-2016:
    - Mathematics- Achieve academic growth for students as demonstrated by state/national testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in mathematics by outperforming the state average on the PARCC Assessment.
        - Students in K-9 will take the NWEA MAP assessment in mathematics and over 60% of students will meet their growth target.
        - Sixty percent of all exiting eighth graders will have scored proficient or advanced on the Algebra I exam.
    - Literacy- Achieve academic growth for students as demonstrated by state/national testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - Each of our schools will increase academic achievement in literacy by outperforming the state average on the PARCC Assessment.
        - Students in K-9 will take the NWEA MAP assessment in literacy and over 60% of students will meet their growth target.
    - College Preparation- Achieve an increase in college preparation for the students at KIPP Delta. Each of the following sub objectives will be considered as indicators for meeting this goal:
        - KIPP Delta Collegiate High School will increase the number of exiting seniors who have scored a three (3) or higher on an Advanced Placement Exam from the previous year.
        - One-hundred percent of KIPP Delta Collegiate High School seniors will be accepted into a post-secondary educational institution or enter the military.
        - KIPP Delta Collegiate High School alumni will outperform the national six-year graduation rate.
        - KIPP Delta Collegiate High school juniors will outperform the state and/or national average on the ACT Exam.

Section IV – Test Data

Review the testing data summary, 2009-2012, as furnished by Arkansas Department of Education (ADE) and include it as **Attachment 3**.

Part A: Narrative on Academic Performance Test Data

Describe the ways in which the testing data support the charter's current academic goals that were approved by the State Board as part of the charter.

Over the past five years, KIPP Delta has focused relentlessly on the achievement of our students. Strategies we use include after-school tutoring, an infusion of the arts within our classrooms, and an emphasis on utilizing curriculums which are informed by state standards. Although our schools have had its peaks and valleys, the trends over time have been overwhelmingly positive. We have consistently outperformed the local school district on Benchmark and End-of-Course Exams by pushing a greater percentage of our students to the proficient/advanced level. We have not always hit all of our performance goal targets due to the re-assignment of successful teachers into leadership and an overreliance on first-year teachers. We have also at time been overconfident in our abilities to achieve results based on the achievement of previous classes. For example, in years subsequent to 2008-2009, over-preparation of that year's junior class were detrimental to the achievement of subsequent classes' ACT results since we had spent a relative lack of time preparing these classes for the exam. Despite these instances of falling short of our stated goals, we do feel that our relative achievement compared to the local school district is significant and indicative that our presence in Helena-West Helena is making a tangible and substantial difference.

In particular, it is significant to note that within the subpopulation of economically disadvantaged students, we outperformed the local school district in nearly 100% of applicable areas. This data supports the notion that our efforts are effecting positive change in the lives of underserved and economically disadvantaged students.

Part B: Additional Assessments

Provide/attach other data, if any, used to measure student academic performance at the charter as Attachment 3-A and describe the ways in which the data provided in Part B support the charter's current academic goals that were approved by the State Board.

Please see Attachment 3-A for a historical summary report on the NWEA MAP Assessments we use as an additional assessment for grades K-9 in the areas of mathematics, reading, language, and science. Students take three (3) test administrations per year: one in the Fall, Winter, and Spring.

The NWEA MAP Assessments provide detailed, actionable data about where each child is on their unique learning path. NWEA assessments are used to measure student progress or growth in various core academic subjects. NWEA tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers

use this information to help them guide instruction in the classroom. Based on our historical results, it is clear that we not only have propelled the majority of our students toward their expected grade level academic achievement, but also pushed a significant percentage of our students toward meeting their individual growth targets.

Section V – Finance

Review the charter's annual financial audit reports prepared during the current contractual period. List each finding by year, and for each finding, address the following:

- Whether the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

2007-2008 Audit:

- Inability to prepare complete financial statements: The school's financial statements do not account for accounts payables and accounts receivables
    - Had not been noted in previous year's audit
    - Please see 2008-2009 Audit below for corrective actions and resolution
- Segregation of Duties: Review concluded there were deficiencies in segregation of duties pertaining to cash disbursements
    - Had not been noted in previous year's audit
    - Please see 2008-2009 Audit below for corrective actions and resolution

2008-2009 Audit:

- Inability to prepare complete financial statements: The school's financial statements do not account for accounts payables and accounts receivables
    - Had been noted in previous year's audit
    - Implemented a policy that accounting personnel review collections received and disbursements made during the first months of the new fiscal year to determine whether the related revenues or expenditures should be accrued into the previous year's activity
    - Accounts receivable and accounts payable were properly accounted for by June 30, 2010
- Segregation of Duties: Review concluded there were deficiencies in segregation of duties pertaining to cash disbursements
    - Had been noted in previous year's audit
    - Segregated duties relating to cash disbursements
    - Executive Director limited APSCN administration rights and additional controls were established to properly segregate duties pertaining to cash disbursements by June 30, 2010

2009-2010 Audit:

- Net assets and interfund transfers: The school's financial statements do not properly account for net assets and interfund transfers
    - Had not been noted in previous year's audits
    - Interfund activity accounted for using due to and due from accounts, reconciled beginning net assets to the prior year ending
    - School properly accounted for net assets and interfund activity in current year financial statements by June 30, 2011

2010-2011 Audit:

- Non-compliance with allowable costs/cost principles: Transportation costs should only be allocated to the federal program for allowable travel and correct rate per mile should be used in the allocation
    - Had not been noted in previous year's audits
    - The school did not allocate any transportation costs to the federal program in the following year's financial statements; therefore, there was no lack of compliance.
    - Finding corrected by June 30, 2012
- Non-compliance with allowable costs/cost principles: Periodic time certifications were not prepared for all employees who worked on the federal programs
    - Had not been noted in previous year's audits
    - The school monitored the completion of the periodic time certifications for all applicable employees
    - Time certifications were properly completed for applicable employees by June 30,2012
- Non-compliance with allowable costs/cost principles: Employees who received a travel advance did not provide supporting documentation to substantiate how the funds were spent by the employee.
    - Had not been noted in previous year's audits
    - The school did not issue travel advances in the subsequent year
    - Finding corrected by June 30, 2012

2011-2012 Audit:

- No findings reported

Section VI – Waivers

Review the charter's approved waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation, as furnished by Arkansas Department of Education (ADE) and include it as Attachment 4 to the renewal application.

Part A: New Waivers

List each additional waiver from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation that the charter would like to add for the approved renewal contract. Provide the rationale for each new waiver request.

- Ark. Code Ann. § 6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, and the ADE Rules Governing Public School Student Services (concerning guidance and counseling services).

  We request this waiver for all of the schools within the KIPP Helena campus. The KIPP Blytheville campus already possesses these waivers, and we wish to make the Helena and Blytheville campuses consistent in this area.

  The granting of this waiver would not mean that the KIPP Helena campuses would not provide guidance and counseling services to its students, but would afford it the flexibility to do so without the use of separate, full-time staff.

- Ark. Code Ann. § 6-13-601 et seq. (School District Boards of Directors Generally).

  KIPP wishes to be exempted from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, residency within a particular school district, elections, duties, powers, terms, meeting time and locations, and vacancies are: (a) generally not applicable in the open-enrollment public charter school context; and/or (b) otherwise outlined in KIPP's Bylaws.

  Our partnership with the KIPP Foundation and other national organizations such as the Charter School Growth Fund may necessitate flexibility in selecting Board members who may not reside in Arkansas.

- Ark. Code Ann. § 6-16-103 (Course of Student – Generally) and Sections 9.03.1.2, 9.03.4.10 and 24.17 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning provision of the 38 units of credit in Grades 9-12).

  KIPP requests a waiver from the above-cited Education Code statute and ADE Standards Rules, and offers the following in support of the request:

KIPP is specifically requesting a waiver of nine (9) of the required thirty-eight (38) units that must be offered and taught in Grades 9-12. The nine (9) units are the Career and Technical Education courses representing three (3) occupational areas. The Career and Technical Education courses are not part of the twenty-two (22) units required for graduation.

Currently, KIPP fulfills this requirement by teaching PC Diagnostics (494400), Introduction to Manufacturing (494970), Human Behaviors and Disorders (495320), and Medical Terminology (495360) through our partnership with Phillips Community College, and Office Education Work Based (492620), Orientation to Teaching (493240), and Orientation to Teaching II (493290) through faculty members on our own campus. It has been our experience that offering Career and Technical Education classes to our entire high school student population does not really support the mission of our college preparatory mission; and imposes a significant and logistical burden upon the school.

We are asking for the ability to offer the Career and Technical Education courses only to those students who request them.

- Ark. Code Ann. §6-15-1603 (Educational Task Force)

  As a college preparatory charter program, we feel the intent of the educational task force is already served through our work with multiple organizations which routinely discuss strategies to reduce the achievement gap. These organizations include our school's PTO organizations, our Board of Directors, local committees, and the KIPP Foundation. Consequently, we feel the existence of the educational task force is redundant.

Part B: Waivers to Be Rescinded

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

KIPP Delta Public Schools wishes to maintain all currently approved waivers for the upcoming contractual period.

Section VII – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

KIPP Delta Public Schools wishes to add a third grade to our Blytheville College Preparatory School Campus, school building LEA number 54-40-705, given our eventual plans to expand the school to serve students in K-12. This new grade would add 90 students to our enrollment cap, thereby necessitating an increase from 450 to 540 students.

Section VIII – Attachments

3. Testing Data Summary
    a. Additional Assessment Data
4. Waiver Document
5. Current Performance Goals Summary Data

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Attachment 3: Testing Data Summary

KIPP Delta Elem. Literacy Academy (Grades 3-4)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2009	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	395	14.4%	27.3%	37.2%	21.0%	58.2%
2010	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	386	12.2%	26.7%	38.3%	22.8%	61.1%
2011	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	405	9.1%	23.7%	38.3%	28.9%	67.2%
2012	KIPP Elementary Helena	69	10.1%	14.5%	26.1%	49.3%	75.4%
	Helena/West Helena SD	333	9.0%	17.7%	35.1%	38.1%	73.3%
Benchmark/Literacy - Econ. Disadvantaged							
2009	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	395	14.4%	27.3%	37.2%	21.0%	58.2%
2010	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	386	12.2%	26.7%	38.3%	22.8%	61.1%
2011	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	405	9.1%	23.7%	38.3%	28.9%	67.2%
2012	KIPP Elementary Helena	69	10.1%	14.5%	26.1%	49.3%	75.4%
	Helena/West Helena SD	327	9.2%	17.7%	35.5%	37.6%	73.1%
Benchmark/Math - Combined Population							
2009	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	395	10.9%	22.8%	38.5%	27.8%	66.3%
2010	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	386	11.9%	24.1%	30.8%	33.2%	64.0%
2011	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	405	8.4%	20.2%	36.3%	35.1%	71.4%
2012	KIPP Elementary Helena	69	0.0%	10.1%	36.2%	53.6%	89.9%
	Helena/West Helena SD	333	12.3%	23.7%	36.0%	27.9%	64.0%
Benchmark/Math - Econ. Disadvantaged							
2009	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	395	10.9%	22.8%	38.5%	27.8%	66.3%
2010	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	386	11.9%	24.1%	30.8%	33.2%	64.0%
2011	KIPP Elementary Helena	0	--	--	--	--	--
	Helena/West Helena SD	405	8.4%	20.2%	36.3%	35.1%	71.4%
2012	KIPP Elementary Helena	69	0.0%	10.1%	36.2%	53.6%	89.9%
	Helena/West Helena SD	327	12.2%	24.2%	36.7%	26.9%	63.6%

KIPP Delta Elem. Literacy Academy (Grades 3-4)
State-Mandated Assessment Scores, 2009-2012

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

KIPP Delta College Prep (Grades 5-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2009	KIPP College Prep	225	2.7%	27.1%	48.0%	22.2%	70.2%
	Helena/West Helena SD	625	13.0%	40.8%	37.1%	9.1%	46.2%
2010	KIPP College Prep	244	0.4%	25.0%	44.3%	30.3%	74.6%
	Helena/West Helena SD	561	8.9%	33.3%	43.3%	14.4%	57.8%
2011	KIPP College Prep	238	0.8%	26.9%	42.9%	29.4%	72.3%
	Helena/West Helena SD	642	7.3%	36.4%	45.6%	10.6%	56.2%
2012	KIPP College Prep	280	2.9%	20.4%	50.4%	26.4%	76.8%
	Helena/West Helena SD	542	6.5%	33.2%	43.9%	16.4%	60.3%
Benchmark/Literacy - Econ. Disadvantaged							
2009	KIPP College Prep	201	3.0%	27.9%	47.3%	21.9%	69.2%
	Helena/West Helena SD	625	13.0%	40.8%	37.1%	9.1%	46.2%
2010	KIPP College Prep	220	0.5%	25.9%	44.5%	29.1%	73.6%
	Helena/West Helena SD	561	8.9%	33.3%	43.3%	14.4%	57.8%
2011	KIPP College Prep	214	0.9%	29.0%	41.6%	28.5%	70.1%
	Helena/West Helena SD	642	7.3%	36.4%	45.6%	10.6%	56.2%
2012	KIPP College Prep	252	3.2%	21.8%	49.6%	25.4%	75.0%
	Helena/West Helena SD	529	6.6%	34.0%	43.5%	15.9%	59.4%
Benchmark/Math - Combined Population							
2009	KIPP College Prep	225	7.1%	17.8%	35.1%	40.0%	75.1%
	Helena/West Helena SD	625	31.2%	21.1%	31.8%	15.8%	47.7%
2010	KIPP College Prep	244	11.1%	18.0%	43.4%	27.5%	70.9%
	Helena/West Helena SD	561	29.6%	20.9%	33.2%	16.4%	49.6%
2011	KIPP College Prep	238	16.0%	21.0%	39.5%	23.5%	63.0%
	Helena/West Helena SD	642	27.9%	26.5%	32.4%	13.2%	45.6%
2012	KIPP College Prep	280	14.3%	25.7%	37.9%	22.1%	60.0%
	Helena/West Helena SD	542	26.9%	26.9%	31.7%	14.4%	46.1%
Benchmark/Math - Econ. Disadvantaged							
2009	KIPP College Prep	201	7.5%	18.4%	36.3%	37.8%	74.1%
	Helena/West Helena SD	625	31.2%	21.1%	31.8%	15.8%	47.7%
2010	KIPP College Prep	220	12.3%	18.6%	44.1%	25.0%	69.1%
	Helena/West Helena SD	561	29.6%	20.9%	33.2%	16.4%	49.6%
2011	KIPP College Prep	214	16.8%	22.4%	39.3%	21.5%	60.7%
	Helena/West Helena SD	642	27.9%	26.5%	32.4%	13.2%	45.6%
2012	KIPP College Prep	252	15.9%	27.4%	36.9%	19.8%	56.7%
	Helena/West Helena SD	529	27.4%	27.4%	32.1%	13.0%	45.2%

KIPP Delta College Prep (Grades 5-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Science (Grades 5 & 7 Only) - Combined Population							
2011	KIPP College Prep	119	16.8%	42.9%	35.3%	5.0%	40.3%
	Helena/West Helena SD	320	36.3%	39.7%	21.3%	2.8%	24.1%
2012	KIPP College Prep	144	21.5%	38.9%	33.3%	6.3%	39.6%
	Helena/West Helena SD	266	47.7%	41.4%	10.5%	0.4%	10.9%
Benchmark/Science (Grades 5 & 7 Only) - Econ. Disadvantaged							
2011	KIPP College Prep	106	18.9%	42.5%	34.0%	4.7%	38.7%
	Helena/West Helena SD	320	36.3%	39.7%	21.3%	2.8%	24.1%
2012	KIPP College Prep	129	24.0%	39.5%	31.0%	5.4%	36.4%
	Helena/West Helena SD	261	48.7%	41.4%	9.6%	0.4%	10.0%
EOC Algebra - Combined Population							
2009	KIPP College Prep	68	0.0%	8.8%	50.0%	41.2%	91.2%
	Helena/West Helena SD	17	0.0%	5.9%	58.8%	35.3%	94.1%
2010	KIPP College Prep	64	0.0%	14.1%	57.8%	28.1%	85.9%
	Helena/West Helena SD	14	0.0%	0.0%	28.6%	71.4%	100.0%
2011	KIPP College Prep	65	6.9%	43.1%	44.8%	5.2%	50.0%
	Helena/West Helena SD	11	0.0%	0.0%	72.7%	27.3%	100.0%
2012	KIPP College Prep	61	0.0%	8.2%	47.5%	44.3%	91.8%
	Helena/West Helena SD	15	6.7%	0.0%	33.3%	60.0%	93.3%
EOC Algebra - Econ. Disadvantaged Population							
2009	KIPP College Prep	62	0.0%	8.1%	48.4%	43.5%	91.9%
	Helena/West Helena SD	17	0.0%	5.9%	58.8%	35.3%	94.1%
2010	KIPP College Prep	58	0.0%	15.5%	58.6%	25.9%	84.5%
	Helena/West Helena SD	14	0.0%	0.0%	28.6%	71.4%	100.0%
2011	KIPP College Prep	58	7.8%	47.1%	41.2%	3.9%	45.1%
	Helena/West Helena SD	11	0.0%	0.0%	72.7%	27.3%	100.0%
2012	KIPP College Prep	55	0.0%	9.1%	47.3%	43.6%	90.9%
	Helena/West Helena SD	13	7.7%	0.0%	38.5%	53.8%	92.3%

KIPP Delta College Prep (Grades 5-8)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Geometry - Combined Population							
2009	KIPP College Prep	0	--	--	--	--	--
	Helena/West Helena SD	0	--	--	--	--	--
2010	KIPP College Prep	22	0.0%	0.0%	72.7%	27.3%	100.0%
	Helena/West Helena SD	0	--	--	--	--	--
2011	KIPP College Prep	10	0.0%	10.0%	20.0%	70.0%	90.0%
	Helena/West Helena SD	0	--	--	--	--	--
2012	KIPP College Prep	11	0.0%	27.3%	27.3%	45.5%	72.7%
	Helena/West Helena SD	0	--	--	--	--	--
EOC Geometry - Econ. Disadvantaged Population							
2009	KIPP College Prep	0	--	--	--	--	--
	Helena/West Helena SD	0	--	--	--	--	--
2010	KIPP College Prep	19	0.0%	0.0%	78.9%	21.1%	100.0%
	Helena/West Helena SD	0	--	--	--	--	--
2011	KIPP College Prep	0	--	--	--	--	--
	Helena/West Helena SD	0	--	--	--	--	--
2012	KIPP College Prep	0	--	--	--	--	--
	Helena/West Helena SD	0	--	--	--	--	--

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

KIPP Delta Collegiate High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
EOC Algebra - Combined Population							
2009	KIPP Collegiate High	11	0.0%	9.1%	63.6%	27.3%	90.9%
	Helena/West Helena SD	137	25.5%	46.0%	25.5%	2.9%	28.5%
2010	KIPP Collegiate High	10	10.0%	40.0%	50.0%	0.0%	50.0%
	Helena/West Helena SD	125	20.8%	37.6%	32.8%	8.8%	41.6%
2011	KIPP Collegiate High	0	--	--	--	--	--
	Helena/West Helena SD	122	16.5%	38.5%	32.1%	12.8%	45.0%
2012	KIPP Collegiate High	0	--	--	--	--	--
	Helena/West Helena SD	117	30.8%	35.9%	27.4%	6.0%	33.3%
EOC Algebra - Econ. Disadvantaged Population							
2009	KIPP Collegiate High	0	--	--	--	--	--
	Helena/West Helena SD	136	25.0%	46.3%	25.7%	2.9%	28.7%
2010	KIPP Collegiate High	0	--	--	--	--	--
	Helena/West Helena SD	125	20.8%	37.6%	32.8%	8.8%	41.6%
2011	KIPP Collegiate High	0	--	--	--	--	--
	Helena/West Helena SD	122	16.5%	38.5%	32.1%	12.8%	45.0%
2012	KIPP Collegiate High	0	--	--	--	--	--
	Helena/West Helena SD	113	31.9%	37.2%	24.8%	6.2%	31.0%
EOC Geometry - Combined Population							
2009	KIPP Collegiate High	28	0.0%	3.6%	53.6%	42.9%	96.4%
	Helena/West Helena SD	171	16.4%	62.0%	16.4%	5.3%	21.6%
2010	KIPP Collegiate High	51	0.0%	13.7%	47.1%	39.2%	86.3%
	Helena/West Helena SD	135	22.2%	31.1%	38.5%	8.1%	46.7%
2011	KIPP Collegiate High	58	1.8%	21.4%	57.1%	19.6%	76.8%
	Helena/West Helena SD	134	16.1%	37.1%	36.3%	10.5%	46.8%
2012	KIPP Collegiate High	28	0.0%	7.1%	64.3%	28.6%	92.9%
	Helena/West Helena SD	117	26.5%	35.0%	29.9%	8.5%	38.5%
EOC Geometry - Econ. Disadvantaged Population							
2009	KIPP Collegiate High	24	0.0%	4.2%	58.3%	37.5%	95.8%
	Helena/West Helena SD	171	16.4%	62.0%	16.4%	5.3%	21.6%
2010	KIPP Collegiate High	38	0.0%	13.2%	47.4%	39.5%	86.8%
	Helena/West Helena SD	135	22.2%	31.1%	38.5%	8.1%	46.7%
2011	KIPP Collegiate High	49	2.1%	22.9%	54.2%	20.8%	75.0%
	Helena/West Helena SD	133	15.4%	37.4%	36.6%	10.6%	47.2%
2012	KIPP Collegiate High	25	0.0%	8.0%	64.0%	28.0%	92.0%
	Helena/West Helena SD	114	27.2%	36.0%	28.9%	7.9%	36.8%

KIPP Delta Collegiate High (Grades 9-12)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Grade 11 Literacy - Combined Population							
2009	KIPP Collegiate High	23	0.0%	8.7%	91.3%	0.0%	91.3%
	Helena/West Helena SD	131	14.3%	58.6%	25.6%	1.5%	27.1%
2010	KIPP Collegiate High	30	0.0%	20.0%	80.0%	0.0%	80.0%
	Helena/West Helena SD	144	18.2%	45.3%	33.8%	2.7%	36.5%
2011	KIPP Collegiate High	25	12.0%	24.0%	40.0%	24.0%	64.0%
	Helena/West Helena SD	160	15.5%	49.0%	29.7%	5.8%	35.5%
2012	KIPP Collegiate High	41	0.0%	7.3%	70.7%	22.0%	92.7%
	Helena/West Helena SD	121	14.9%	50.4%	29.8%	5.0%	34.7%
Grade 11 Literacy - Econ. Disadvantaged Population							
2009	KIPP Collegiate High	21	0.0%	9.5%	90.5%	0.0%	90.5%
	Helena/West Helena SD	131	14.3%	58.6%	25.6%	1.5%	27.1%
2010	KIPP Collegiate High	26	0.0%	23.1%	76.9%	0.0%	76.9%
	Helena/West Helena SD	144	18.2%	45.3%	33.8%	2.7%	36.5%
2011	KIPP Collegiate High	19	15.8%	21.1%	47.4%	15.8%	63.2%
	Helena/West Helena SD	160	15.5%	49.0%	29.7%	5.8%	35.5%
2012	KIPP Collegiate High	31	0.0%	9.7%	74.2%	16.1%	90.3%
	Helena/West Helena SD	106	16.0%	51.9%	28.3%	3.8%	32.1%
EOC Biology - Combined Population							
2011	KIPP Collegiate High	60	5.0%	50.0%	45.0%	0.0%	45.0%
	Helena/West Helena SD	149	36.9%	36.2%	17.0%	9.9%	27.0%
2012	KIPP Collegiate High	64	9.4%	56.3%	29.7%	4.7%	34.4%
	Helena/West Helena SD	106	53.8%	34.9%	7.5%	3.8%	11.3%
EOC Biology - Econ. Disadvantaged							
2011	KIPP Collegiate High	54	5.9%	49.0%	45.1%	0.0%	45.1%
	Helena/West Helena SD	149	36.9%	36.2%	17.0%	9.9%	27.0%
2012	KIPP Collegiate High	59	10.2%	55.9%	32.2%	1.7%	33.9%
	Helena/West Helena SD	98	55.1%	35.7%	6.1%	3.1%	9.2%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

KIPP Blytheville College Prep (Grades 5-6)
State-Mandated Assessment Scores, 2009-2012

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2011	KIPP Blytheville	55	0.0%	25.5%	45.5%	29.1%	74.5%
	Blytheville School District	413	9.0%	48.2%	32.4%	10.4%	42.9%
2012	KIPP Blytheville	109	4.6%	14.7%	47.7%	33.0%	80.7%
	Blytheville School District	357	6.4%	35.0%	42.6%	16.0%	58.5%
Benchmark/Literacy - Econ. Disadvantaged							
2011	KIPP Blytheville	50	0.0%	26.0%	48.0%	26.0%	74.0%
	Blytheville School District	413	9.0%	48.2%	32.4%	10.4%	42.9%
2012	KIPP Blytheville	87	5.7%	13.8%	50.6%	29.9%	80.5%
	Blytheville School District	357	6.4%	35.0%	42.6%	16.0%	58.5%
Benchmark/Math - Combined Population							
2011	KIPP Blytheville	55	7.3%	14.5%	49.1%	29.1%	78.2%
	Blytheville School District	413	16.7%	26.4%	37.8%	19.1%	56.9%
2012	KIPP Blytheville	109	11.0%	13.8%	38.5%	36.7%	75.2%
	Blytheville School District	357	19.3%	25.5%	35.6%	19.6%	55.2%
Benchmark/Math - Econ. Disadvantaged							
2011	KIPP Blytheville	50	6.0%	14.0%	54.0%	26.0%	80.0%
	Blytheville School District	413	16.7%	26.4%	37.8%	19.1%	56.9%
2012	KIPP Blytheville	87	11.5%	14.9%	40.2%	33.3%	73.6%
	Blytheville School District	357	19.3%	25.5%	35.6%	19.6%	55.2%
Benchmark/Science (Grades 5 & 7 Only) - Combined Population							
2011	KIPP Blytheville	55	1.9%	22.2%	63.0%	13.0%	75.9%
	Blytheville School District	196	27.6%	43.4%	26.5%	2.6%	29.1%
2012	KIPP Blytheville	49	2.0%	42.9%	40.8%	14.3%	55.1%
	Blytheville School District	199	22.6%	34.2%	36.7%	6.5%	43.2%
Benchmark/Science (Grades 5 & 7 Only) - Econ. Disadvantaged							
2011	KIPP Blytheville	50	2.0%	22.4%	65.3%	10.2%	75.5%
	Blytheville School District	195	27.7%	43.1%	26.7%	2.6%	29.2%
2012	KIPP Blytheville	37	2.7%	43.2%	40.5%	13.5%	54.1%
	Blytheville School District	199	22.6%	34.2%	36.7%	6.5%	43.2%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, http://arc.arkansas.gov/.

Augmented Benchmark Examinations for math and literacy are administered in grades three (3) through eight (8). In grades five (5) and seven (7), the exam also includes a science portion. State-mandated assessments in grades nine (9) through twelve (12) include End-of-Course examinations in Algebra I, Biology, and Geometry, and the Grade 11 Literacy Examination.

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Attachment 3-A: Additional Assessment Data

Year	Subject	Growth Period	Student Count	% Meeting Expected Growth	Average Years of Growth	Average %ile Change
'08-'09	Mathematics	FTS	227	45%	0.80	-3.1
'09-'10	Mathematics	FTS	309	64%	1.50	5.3
'10-'11	Mathematics	FTS	473	70%	1.66	8.6
'11-'12	Mathematics	FTS	642	71%	1.63	9.1
'08-'09	Reading	FTS	224	38%	0.24	-5.2
'09-'10	Reading	FTS	306	59%	1.25	2.4
'10-'11	Reading	FTS	473	58%	1.26	3.3
'11-'12	Reading	FTS	641	59%	1.08	1.5
'08-'09	Language	FTS	227	52%	1.01	-0.8
'09-'10	Language	FTS	227	67%	1.77	6.6
'10-'11	Language	FTS	326	64%	1.31	5.1
'11-'12	Language	FTS	514	61%	1.32	4.8
'09-'10	Science	FTS	227	66%	1.71	8.1
'10-'11	Science	FTS	325	70%	2.20	11.0
'11-'12	Science	FTS	514	60%	1.71	7.9
'09-'10	Concepts	FTS	228	65%	1.68	7.0
'10-'11	Concepts	FTS	325	68%	2.20	8.5
'11-'12	Concepts	FTS	516	56%	1.44	5.5

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Attachment 4: Waiver Document

KIPP Blytheville College Preparatory Academy
Open-Enrollment Public Charter School

District LEA:	54-40-700	**School LEA:**	54-40-705
City:	Blytheville	**CAP for 2010-2011:**	90
Opening Date:	Fall 2010	**CAP for 2011-2012:**	180
Approval Date:	November 2009 Amended 2012	**Expiration Date:**	6/30/2013
Grades Approved:	4-8	**Grades Served 2012-13:**	4-7
Add 90 per year **CAP:**	450	**Enrollment 2011-12:**	109

Waivers from Title 6 of A.C.A.

6-10-106 Uniform dates for beginning and end of school year

6-13-619(a)(1) Monthly Board Meetings

6-15-902 Grading scale - Exemptions -Special education classes

** **6-15-1004** Qualified teachers in every public school classroom

* **6-16-124** Arkansas history - Required social studies course

6-17-111 Duty-free lunch period

6-17-114 Daily planning period

6-17-203 Committee for each school district. (Personnel Policy Committee)

6-17-302 Public school principals - Qualifications and responsibilities

** **6-17-401** Teacher's license requirement

6-17-418 Teacher certification - Arkansas history requirement

** **6-17-902** Definition of a teacher

** **6-17-919** Warrants void without valid certificate and contract

6-17-1501 through **6-17-1510** Subchapter 15 Teacher Fair Dismissal

6-17-1701 through **6-17-1705** Subchapter 17 Public School Employee Fair Hearing Act

6-18-508 Alternative learning environment

Waivers from SBE Rules and Regulations

Certified Staff Salary Schedule
Gifted & Talented Program Approval Standards
**Teacher Education And Licensure
Waivers of Minimum Salaries for Certified

Waivers from Standards for Accreditation

9.03	Grades 5-8
9.03.3.11	Arkansas history
10.01.2	190 day teacher/administrator contracts
10.02	Class Size and Teaching Load
15.0	PERSONNEL
15.01	School District Superintendent
15.02	Principals
** 15.03	Licensure and Renewal
16.0	SUPPORT SERVICES
16.01	Guidance and Counseling
16.02	Media Services
18.0	GIFTED AND TALENTED EDUCATION

Comments:

* Waiver cannot be granted
** Waiver granted with exceptions, please see attached legal comments for details

Open-Enrollment License Application
KIPP Blytheville College Preparatory School
Legal Comments

1.) Waivers

a.) Ark. Code Ann. § 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation for Public School Districts:

- The State Board may (but is not required) to waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- No waiver shall be granted to any Arkansas Statutes nor Department Rules governing requirements for highly qualified teachers.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments to be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"):

Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon the 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.

c.) Ark. Code Ann. § 6-15-902 and ADE Rules Governing Uniform Grading Scale: The Applicant wishes to use the grading scales described by the § 6-15-902, but requests "to remain as flexible as possible in this area." If a waiver is granted here, it should only apply to non-core (i.e., elective) courses.

2.) Any facilities used by the Applicant will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. All facilities must meet the requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed faculties as well as compliance with health, safety, building and zoning laws.

3.) A final review of all Lease Agreements for Charter School facilities will be performed by the ADE before Board action on the application is taken.

KIPP Delta College Preparatory Academy
Open-Enrollment Public Charter School

District LEA:	54-40-700	**Elementary School LEA:**	54-40-701
City:	Helena	**Middle School LEA:**	54-40-702
Opening Date:	2002	**High School LEA:**	54-40-703
Approval Date:	3/12/02 Renewed 3/10/08	**Expiration Date:**	6/30/2013
Grades Approved:	K-12	**Grades Served 2012-13:**	K-12
CAP:	1,100	**Enrollment 2011-12:**	735

Waivers from Title 6 of A.C.A.

6-10-106 Uniform dates for beginning and end of school year

6-13-619(a)(1) Monthly Board Meetings

6-15-902 Grading scale - Exemptions -Special education classes – Core Courses

** **6-15-1004** Qualified teachers in every public school classroom

* **6-16-124** Arkansas history - Required social studies course

6-17-111 Duty-free lunch period

6-17-114 Daily Planning Period

6-17-203 Committee for each school district. (Personnel Policy Committee)

6-17-302 Public school principals - Qualifications and responsibilities

** **6-17-401** Teacher's license requirement

6-17-418 Teacher certification - Arkansas history requirement

** **6-17-902** Definition of a teacher

* **6-17-920** Examination of teachers' contracts- Effect

6-17-1501 through **6-17-1510** Subchapter 15 Teacher Fair Dismissal

6-17-1702 through **6-17-1705** Subchapter 17 Public School Employee Fair Hearing Act

6-18-508 Alternative learning environment

***24-7-708** Conditions subjecting annuities to limitations

Waivers from SBE Rules and Regulations

Uniform Grading Scale

Certified Staff Salary Schedule

* Expenditure Requirements by Arkansas School

Gifted & Talented Program Approval Standards

** Minimum Schoolhouse Construction

Teacher Education And Licensure

Waivers of Earnings Limitations Under the Teacher Retirement System

Waivers of Minimum Salaries for Certified

Waivers from Standards for Accreditation

9.03	Grades 5-8
* 9.03.3.4	Social studies
9.03.3.11	Arkansas history
10.01.2	185 day teacher/administrator contracts
10.02	Class Size and Teaching Load
10.02.4	grades 4-6
10.02.5	grades 7-12
15.0	PERSONNEL
15.01	School District Superintendent
15.02	Principals
** 15.03	Licensure and Renewal
16.0	SUPPORT SERVICES
16.01.3	Counselor-student ratio of 1:450
16.02	Media Services
18.0	GIFTED AND TALENTED EDUCATION

Comments:

* Waiver cannot be granted

** Waiver granted with exceptions, please see attached legal comments for details

Open-Enrollment Renewal Application
KIPP Delta College Preparatory
Legal Comments

1. p.6, Application: "Siblings of students who attend KIPP Delta College Preparatory School and children of school employees will be given first priority to attend the school."

Section 17 of Act 736 of the 2007 Regular Session of the 86th General Assembly amended Ark. Code Ann. § 6-23-306 to only permit the following preferences:

> (ii) However, an open-enrollment public charter school may allow a preference for:
> (a)(1) Children of the founding members of the eligible entity.
> (2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students in the open-enrollment public charter school; and
> (b) Siblings of students currently enrolled in the school.

2.) Waivers:

(a) Original Waivers Requested:

1. Ark. Code Ann. § 6-15-902 and ADE Rules Governing Uniform Grading Scale: The Applicant wishes to use the grading scales described by the § 6-15-902, but requests "to remain as flexible as possible in this area." If a waiver is granted here, it should only apply to non-core (i.e., elective) courses.
2. Ark. Code Ann. § 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation for Public School Districts:
   - The State Board may (but is not required) to waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
   - No waiver shall be granted to any Arkansas Statutes nor Department Rules governing requirements for highly qualified teachers.
   - The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments to be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
   - All teachers and school personnel must submit to the criminal background checks.
3. Ark. Code Ann. § 6-16-124 (requirements to teach Arkansas History): This statute is also reflected in the Standards for Accreditation Rules, Sections 9.03.3.4 and 9.03.4.7. A waiver from this statute cannot be granted to the extent that it affects high school graduation requirements, public school accountability and compliance with providing the thirty-eight (38) units of credit. See Ark. Code Ann. § 6-23-401(b).

4. ~~Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"): Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.~~ WAIVER REQEST REMOVED BY KIPP DELTA JULY 2010 AMENDMENT.
5. Ark. Code Ann. § 6-17-920 ("Examination of teacher's contracts"): This section is not capable of being waived by the Board as the duties imposed by this Code Section are upon the county clerk and not upon KIPP Delta College Preparatory School.
6. Rules Governing Expenditure Requirements for Public Schools: These ADE Rules are premised upon Arkansas statutes which are specifically applicable to charter schools as well as school districts and, thus, neither the Rules nor the underlying statutes are capable of being waived.
7. ADE Rules Governing Minimum Schoolhouse Construction: These Rules no longer exist, construction standards are now handled by the Division of Public School Academic Facilities and Transportation.
   Compliance with Ark. Code Ann. § 6-20-1401, 6-20-1406 and 6-20-1407 will be necessary.
   The Applicants facilities must comply with all requirements for accessibility in accordance with the Americans with Disabilities Act and the Individuals with Disabilities Education Act. Additionally, local building officials will need to verify the appropriateness of the facilities' use according to any applicable zoning ordinances, as well as other applicable local and state regulations,
8. ADE Rules Governing Waivers of Earning Limitations under the Teacher Retirement System: As the Code Section upon which these Rules are based (Ark. Code Ann. § 24-7-708) falls outside of Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 et seq.), it may not be possible to grant this award per Ark. Code Ann. § 6-23-103(1).
9. ADE Rules Governing Standards for Accreditation, Sections 9.03.3.9 and 9.03.4.9 "Career and Technical Education," and 9.03.4.5 "Fine Arts": Such Waivers cannot be granted to the extent they affect high school graduation requirements, public school accountability and compliance with providing the thirty-eight (38) units of credit. See Ark. Code Ann. § 6-23-401(b).

KIPP: DELTA PUBLIC SCHOOLS

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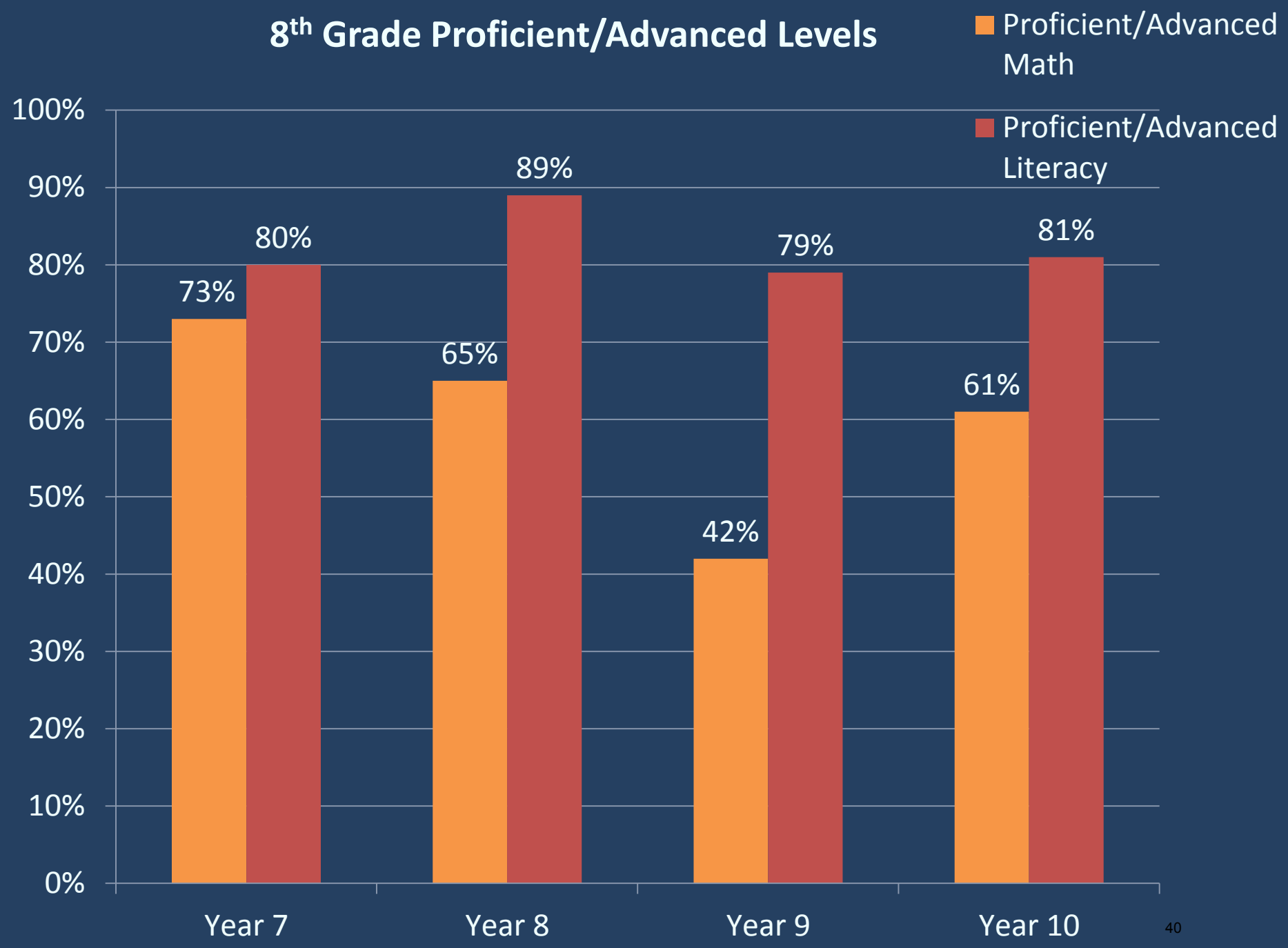
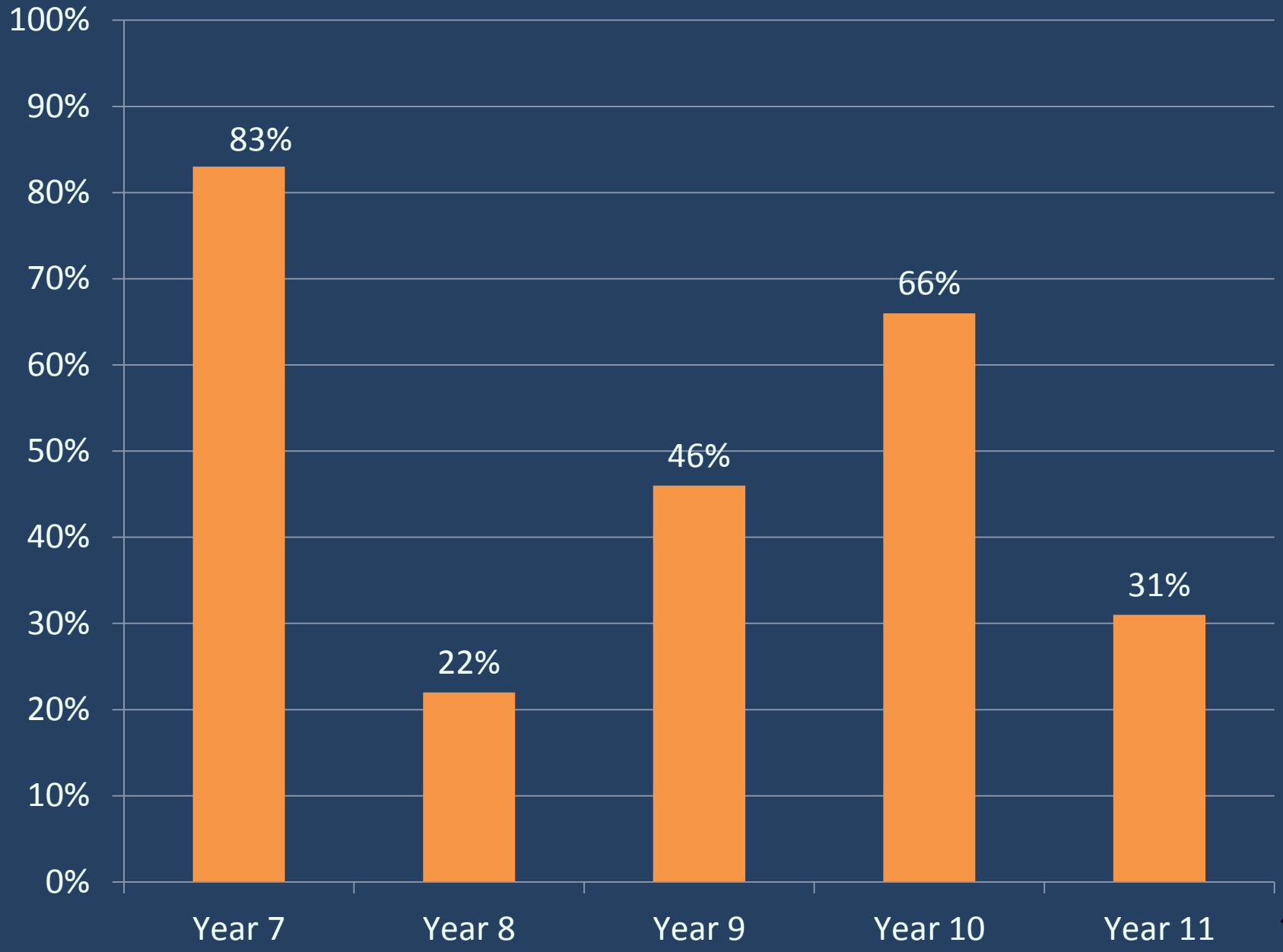
Attachment 5: Current Performance Goals Summary

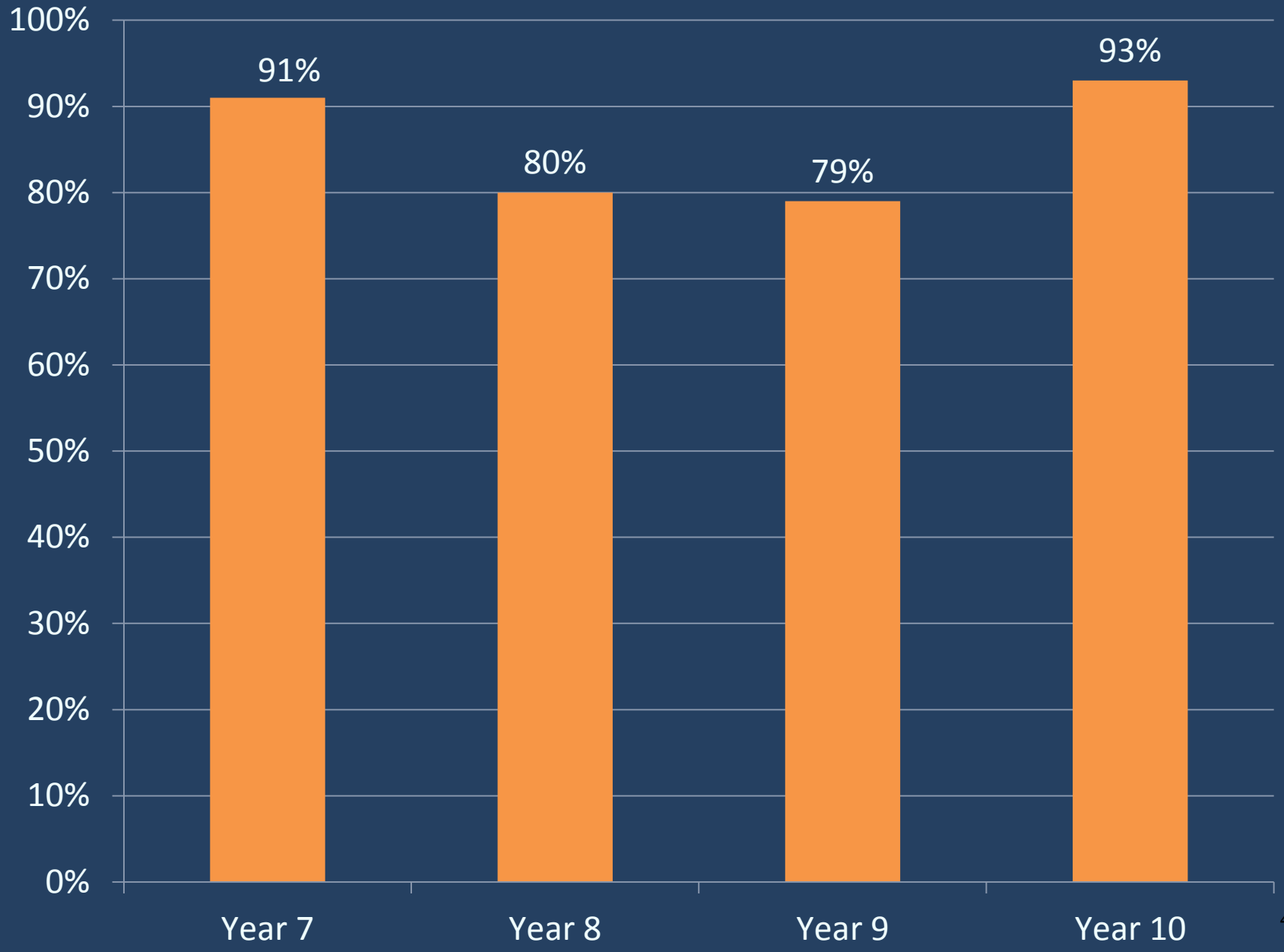
8th Grade Proficient/Advanced Levels



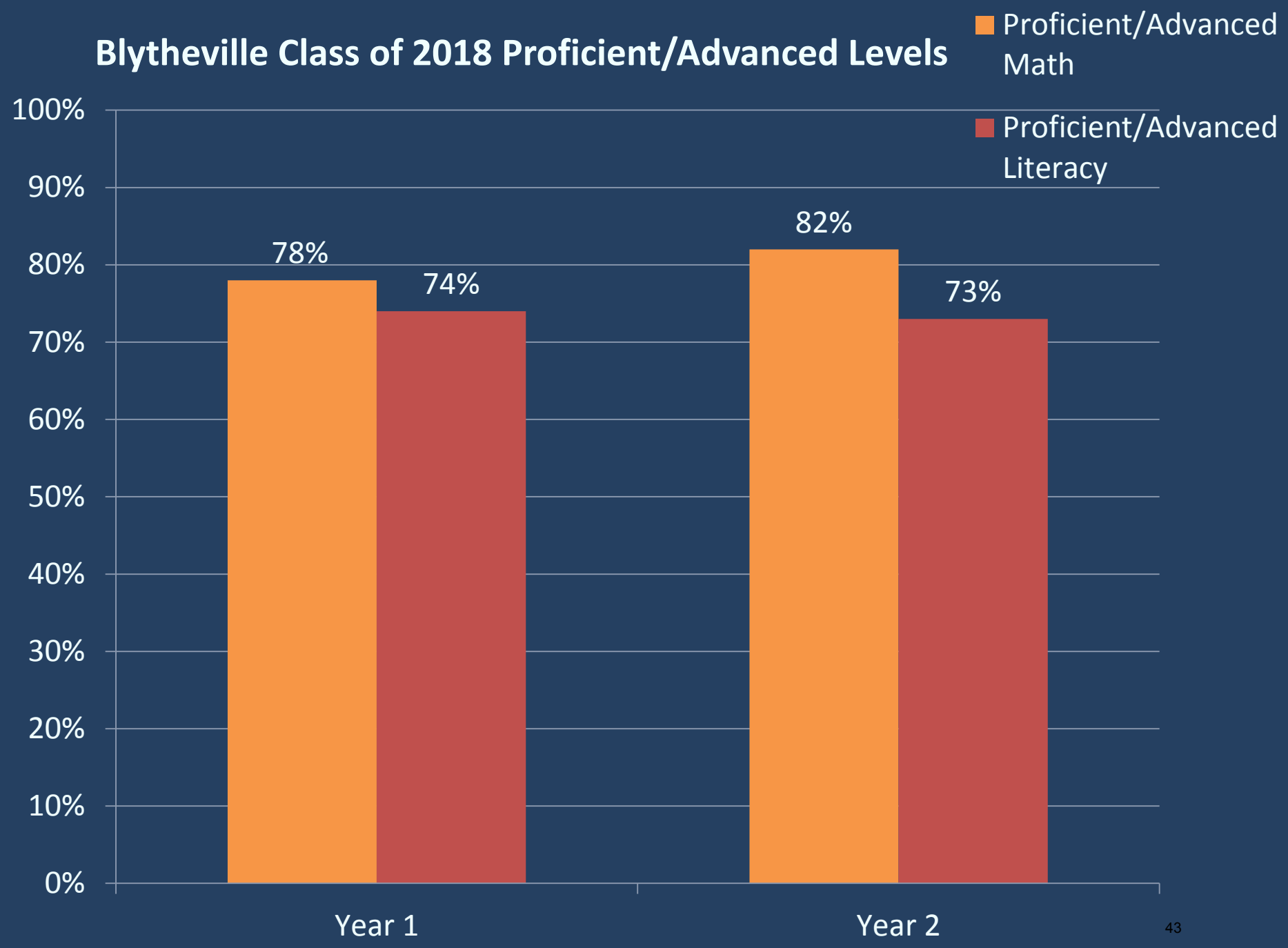
Juniors Scoring > 19 on ACT



Proficient/Advanced EOC Literacy Exam



Blytheville Class of 2018 Proficient/Advanced Levels



2012-2013 Renewal Cycle

Additional Documents

KIPP Delta Public Schools
Helena, Arkansas

DESEGREGATION ANALYSIS
KIPP DELTA PUBLIC SCHOOLS

This Desegregation Analysis is in support of the open-enrollment public charter school renewal application of KIPP Delta Public Schools in Mississippi ("KIPP-Blytheville") and Phillips ("KIPP-Helena") Counties. To the extent that Ark. Code Ann. §6-23-106 applies to renewal of an open-enrollment public charter school,[1] subsection (a) requires the applicant, the local school district in which the charter school is located, and the State Board of Education to "review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools." Subsection (b) requires the State Board to "attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system." Subsection (c) provides that the State Board "shall not approve any public charter school…that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

The State Board made the determination required by §106 in 2002 upon granting the initial application of KIPP-Helena, and its renewal in 2008, and the license for KIPP-Blytheville in 2009. No person or school district appealed those determinations. Renewal of the charter of KIPP Delta Public Schools will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

Current Desegregation Analysis

The enrollment of KIPP Delta Public Schools, as reflected in the records of the Arkansas Department of Education Data Center as of October 2012, is 1,161 students, including 1,077 African-American students. As reflected in the records of the Arkansas Department of Education Data Center as of October 2012, the six (6) school districts in Mississippi County had a total student population of 8,035, with 3,815 Caucasian students and 3,790 African-American students. As reflected in the records of the Arkansas Department of Education Data Center as of October 2012, the three (3) school districts in Phillips County had a total student population of 2,937, with 2,239 African-American students and 624 Caucasian students.

In addition, KIPP Delta Public Schools is an open-enrollment public charter school and therefore must admit all applicants who apply, unless there are more applicants than spaces, in

[1] According to its terms, Ark. Code Ann. §6-23-106 applies only to "applicants for a public charter school." Under the statute, "'Application' means the proposal for obtaining…open-enrollment public charter school status…" Ark. Code Ann. §6-23-103(1). A renewal is not an application as defined in this statute. Accordingly, Ark. Code Ann. §6-23-106 does not apply to a renewal of an open-enrollment public charter school. KIPP Delta Public Schools submits this Desegregation Analysis without waiver or prejudice to its position that the analysis is not permitted or required in its charter-renewal application.

which case KIPP Delta Public Schools must fill spaces according to a random, anonymous lottery. Therefore, KIPP Delta Public Schools cannot predict its future student demographics.

Because all public school districts in Arkansas from which KIPP Delta Public Schools draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the renewal of its charter can have no negative effect on the desegregation efforts of any public school district in this state.[2]

[2] Regardless of whether Ark. Code Ann. §6-23-106 can apply to a renewal application of an open-enrollment public charter school, there is no permission granted under state law for the State Board to consider the cumulative effect of more than one open-enrollment public charter school. The analysis of § 106 is limited to the applicant alone.

SIATech
SCHOOL for INTEGRATED ACADEMICS & TECHNOLOGIES

February 4, 2013
SIATech Charter High School
6900 Scott Hamilton Road
Little Rock, AR 72209

Arkansas Department of Education
Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Request to come before the Arkansas State Board of Education on March 11, 2013.

Dear Sir/Madam,

Please consider this a formal request to come before the Board of Education on March 11, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please contact me if you have any questions and to confirm the inclusion of our request on the agenda for the March 11, 2013, board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for changes/modifications to currently approved Charter Application.
Cc: Ms. Mary Perry, Charter/Home Schools Director

Little Rock Job Corps Center
6900 Scott Hamilton Drive
Little Rock, AR 72209-3144
PH 501.562.0395
FX 501.562.7671
www.siatech.org

RECEIVED
FEB 20 2013
CHARTER SCHOOL OFFICE

SIATech
SCHOOL for INTEGRATED ACADEMICS & TECHNOLOGIES

February 4, 2013
SIATech Charter High School
6900 Scott Hamilton Road
Little Rock, AR 72209

Ms. Marry Perry
Charter/Home Schools Director
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

Re: Request to come before the Arkansas State Board of Education on March 11, 2013.

Dear Ms. Perry:

Please consider this a formal request to come before the Board of Education on March 11, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please contact me if you have any questions and to confirm the inclusion of our request on the agenda for the March 11, 2013, board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for changes/modifications to currently approved Charter Application.
Cc: Arkansas Department of Education, Arkansas Board of Education

Little Rock Job Corps Center
6900 Scott Hamilton Drive
Little Rock, AR 72209-3144
PH 501.562.0395
FX 501.562.7671
www.siatech.org

SIATech
SCHOOL for INTEGRATED ACADEMICS & TECHNOLOGIES

February 11, 2013

Dr. Morris Holmes, Superintendent
Little Rock School District
810 W Markham Street
Little Rock, Arkansas 72201

Re: Request to come before the Arkansas State Board of Education on March 11, 2013.

Dear Dr. Holmes:

Please consider this a formal request to come before the Board of Education on March 11, 2013, to request permission for a change of school address (location).

Information regarding this request is enclosed. It includes:

- Reason for the request
- Plan for the address change
- Plan timeline (general)
- Impact on the existing approved charter

Please feel free to contact me should questions arise and to confirm the inclusion of our request on the State Board agenda for the March 11, 2013 board meeting. My direct line is 501.562.1850, and my email address is katie.tatum@siatech.org.

Thank you in advance for your review and consideration.

Sincerely,

Katie Tatum

Katie Tatum
Principal, SIATech Little Rock

Enclosure: SIATech Little Rock: Request for change/modifications to currently approved Charter Application.
Cc: Ms. Mary Perry, Charter/Home School Director, ADE

Little Rock Job Corps Center
6900 Scott Hamilton Drive
Little Rock, AR 72209-3144
PH 501 562 0395
FX 501 562 7671
www.siatech.org

Date: 1 February 2013

To: Arkansas State Board of Education

From: SIATech Little Rock Board of Directors

Request for changes/modifications to currently approved Charter Application

CHANGE OF LOCATION REQUEST

Name of School: SIATech Little Rock

Purpose:

A multi-faceted request to attend to a recent change of practice at the LRJCC

The SIATech Little Rock Board of Directors is requesting changes to the currently approved charter application that will support efforts to attract and serve an At-Promise student population at a new school location.

Page # iii in the Charter Application

Current Charter Site Address: 6900 Scott Hamilton Drive **City:** Little Rock **ZIP:** 72209

On the Little Rock Job Corp Center property

SIATech is seeking to be included on the Board agenda for the March 11, 2013 AR State Board of Education meeting.

Charter School Amendment

Recent Concern:

As of 8 October 2012, no community students (students not enrolled in Job Corps) will be allowed on the center; hence students wanting to enroll in SIATech and not in Job Corps will not be allowed to attend SIATech Little Rock, an Arkansas Public School.

On 7 October 2012, verbal communication to Ms. Katie Tatum, school principal, and a voice mail message to Kris Mallory, notifying SIATech, that effective immediately, no community students will be allowed to come onto the Job Corps Center to attend SIATech unless she/he are concurrently enrolled in Job Corps. The message was delivered to Kris Mallory by Ms. Patty Wooten, Director of the Little Rock Job Corps Center, on behalf of Adams and Associates. Ms. Mallory confirmed her understanding of the new practice was that current SIATech students, not enrolled in Job Corps, would not be able to return to SIATech, effective immediately.

Background:

Pre-Application: Meeting with Adams & Associates, Inc. (A&A) Executive Director

A meeting was called with the Executive Director of the Management Company (A&A) responsible for the leadership and administration of the Little Rock Job Corps Center, to ensure an understanding of Arkansas Public School open access requirements prior to submission of the SIATech Little Rock Charter School application. In order to clearly and accurately impart all information and to stress the importance of these requirements, representatives from the Arkansas Public School Resource Center attended the meeting to review open access requirements related to all AR public schools.

The Executive Director of A&A indicated that the center would be willing to work with SIATech to maintain compliance with open access law in AR.

Action Steps Taken

1. **Immediate Impact and Actions Taken for an Interim Solution**
   Two SIATech community students were impacted by this action.

   One student elected to enroll in Job Corps. Job Corps expedited his enrollment in the program and he continued studies in both SIATech and Job Corps. The second student elected not to enroll in Job Corps. The parent is a strong supporter of SIATech and wished for her son to continue in the SIATech program as did the young man. SIATech implemented a virtual learning plan, inclusive of in-person support, providing him with the SIATech instructional program.

   *Please see **Attachment 1. Interim Virtual and In-Person Instructional Plan***

2. **Proposed New Location**
Facility Address: 6724 I-30, Little Rock 72209

Lease to be obtained pending AR State Board Approval of SIATech Charter Amendments. In seeking out locations three priorities were addressed:

i. *Access to the target population (out-of-school youth & high level of poverty)*
ii. *Availability of bus transportation*
iii. *Proximity to the Job Corp Center*

The site is approximately 0.7 miles from the present SIATech School at the Job Corps Center. The site is a 12,000 square foot free-standing building located in a zone I-2 area which allows schools, business and school, commercial, for trades or crafts. The building has large classrooms, commercial interior doors, new air conditioning equipment, and a large break room area with additional space to accommodate equipment for foodservice, large restrooms that meet the American Disability Act (ADA) requirements, and sufficient space for, up to 275 students, and administrative services. This site is essentially ready for occupancy following basic aesthetic improvements such as painting, new floor coverings, update existing light fixtures and some interior wall changes for optimal classroom setup.

The site was formerly used as a Day School Program and has been vacant for months. SIATech went before the City Planning Department to obtain the approval and permits required to operate a public school on this property. The zoning is in place that permits a public high school to operate in this facility. We received a special use permit identified as a PID (Planning Industrial Development). The PID zoning allows a public school while retaining the uses currently available in the existing I-2 zoning category. The permit was unanimously approved at the 22 January 2013, Little Rock Board of Directors Meeting. The anticipated cost of the I-30 site is $5.50 per square foot net, after taxes, insurance, and maintenance and utilities.

Please see ***Attachment 2.a.*** ***I-30 Location Schematic***

Attachment 2.b. ***DRAFT Facility Use Plan***

Transportation
Access to public transportation is available at the identified location.

Please see ***Attachment 2c.*** ***Public Transportation / Proximity to site***

Attachment 2.d. ***Bus Route***

Attachment 2.e. ***Location of Public Bus Stop***

3. **Evidence that the proposed change is financially feasible (budget that indicates anticipated costs such as materials, textbooks, additional staff, technology, etc.).**

Projected cost to prepare the proposed facility for its intended use is $166,000. This includes $125,000 in building renovations and $41,000 in IT infrastructure. We will utilize our Walton Family Foundation grant to support these costs. This grant will also be utilized to support students' transportation and our community outreach efforts.

The proposed three year budget is based on an FY14 enrollment of 200 students. We anticipate being fully enrolled with 275 students in FY15 and FY16. A level poverty rate of 85% is also assumed. As part of the proposed amendments, we will operate an approved child nutrition program thus making us eligible for both National School Lunch (NSLA) funding and Child Nutrition reimbursements for approved meals served.

We are projecting a declining fund balance in FY14 as we are not eligible to receive NSLA funding in the first year of operating an approved Child Nutrition Program. However, we will be fully eligible for these funds in FY15 and are projecting a positive change in our ending fund balances for both FY15 and FY16.

*Please see **Attachment 3. SIATech Little Rock 3 Year Budget Projection***

4. Program Planning
Staffing Plan

New staff positions that will be filled prior to the opening at the new location are: School Counselor and Elective Teacher(s). New positions or contract services to be secured are: Security Service or Resource Officer, Health Services and Food Services Staff. A new position will be added, a singular Instructional Aide/Testing Specialist, combining some of the responsibilities of the current Instructional Aide and Testing Specialist positions. These two individual positions will not be filled at this time. There may be a return to splitting out the positions in the future.

2013-14 Draft School Schedule

For the 2013-2014 school year, the school will utilize a 7:30-4:00 work day and plan for an average enrollment of 200 students.

Students will receive a full day of instruction for a minimum of 6 hours per day, which is slightly longer than the daily minimum required 350 minutes. This schedule provides students with 50 minutes of extra instruction every week during the school year.

*Please see **Attachment 4.a. SIATech DRAFT Daily Schedule***

Child Nutrition Plan

The school will follow the guidelines of the Child Nutrition Program and provide free or reduced price meals for all students who qualify. Meals will *be* available for purchase by all other students and staff.

*Please see **Attachment 4.b. SIATech Child Nutrition Program***

Length of School Day/Year

The partnership with Job Corps provides many benefits to SIATech, most significantly are reduced costs for facilities and elective teachers. The extended school year was primarily possible due to reduced facility costs, the use of Job Corps Counselors/medical staff/security and the ability of students to earn elective credits in many of the trade/career technical classes. The move to a community location would require SIATech to use a traditional school year calendar subsequent to the 2012-13 school year. The year would include 178 student attendance days in a 194 day annual teacher calendar. This would provide 2 parent meeting days, 10 staff professional development days and 4 staff work days. SIATech does want to support all the SIATech students that are currently enrolled in the SIATech program on the Job Corps campus and will operate on center until the end of June 2013.

SIATech does want to support all the SIATech students that are currently enrolled in the SIATech program on the Job Corps campus and will operate an intersession program, on center, during July 2013. Job Corps students who enroll after March 11th may also participate in this intersession program. This intersession will help to facilitate the completion of the bulk of the academic program for currently enrolled Job Corps students who are scheduled to complete the Job Corps program during the summer of 2013.

SIATech will plan summer intersession programs annually in order to provide extended learning opportunities to the At-Promise (commonly referenced as At-Risk) student population that SIATech seeks to continue serving. An annual intersession program will provide extended learning opportunities for students and support accelerating student progress toward diploma completion. Initial planning indicates a focus on the core academics and possible community service and/or internship activities.

Please See Attachment ***4.c. DRAFT School Calendar 2013–14***

5. **Job Corps Partnership**

The Job Corp Center Director and Adams & Associates, Inc. have expressed an interest in maintaining a partnership with SIATech including sending Job Corps students to the new SIATech school site for participation in SIATech. There is a current and ongoing precedent for Job Corps to send students to attend a SIATech 'sister school' in Florida (current practice at the Pinellas Job Corps Center). SIATech is looking forward to a continuing partnership with the Little Rock Federal Job Corps program.

*Please see **Attachment 5. Letter of Support: Adams & Associates, LRJC Center Director***

6. **SIATech Governing Board approval of a draft plan for a change of address to the I-30 location**
In order to comply with Arkansas public school 'open access' law, the SIATech LR Board of Directors approved an initial plan for a change of address request at the 24 January 2013 SIATech Board of Directors meeting.

7. **Marketing and Outreach**
Pending approval by the AR State Board of Education on 11 March 2013, SIATech will implement a Marketing and Outreach Plan to publicize the school, its mission and vision. Targeted marketing will take place to seek out students who have left school without a diploma or are under-credit and over-age (will not be able to graduate with their cohort class) and are seeking to re-engage in their education. Outreach activities will minimally include:

Written Communication
- The printing and distribution of postcards, posters, flyers
- Public advertisements
- Banner on school building
- Posters on community boards at stores and markets, stores and restaurant windows
- Postings on the SIATech website
- Digital (other than school website) awareness

Events
- Open house events
- Informational breakfast
- Q&A sessions in the local library or school facility

Personal Communication
- Student and Parent/Guardian 'word of mouth'
- Discussion with local community groups that work with the population we are seeking to serve (e.g. workforce boards)
- Seek Community Outreach Opportunities to volunteer (Habitat for Humanity, charity walks, park cleanup, helping at a senior center, etc).
- Connect with community groups and organizations in the school area (e.g. juvenile service groups, pastors, etc.)
- Engage SIATech staff and parents/guardians of students in serving as ambassadors for the school

This section addresses the specific changes to language in the original charter application.
Language in ***Red, Bold, Italics is NEW Language***
Language that is crossed through is DELETED Language
The Table of Contents has not been changed from the original charter.
All headings and sections have the same name.
The original charter attachments have not been included.

Little Rock

SIATech®
SCHOOL for INTEGRATED ACADEMICS & TECHNOLOGIES

Charter School Application

2011-12

A partnership supporting an 'At-Promise' student population

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STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: SIATech Little Rock

Grade Level(s) for the School: 9-12 **Student Enrollment cap:** 275

Name of Sponsoring Entity: Arkansas School for Integrated Technologies and Academics, Inc.

The applicant is an "eligible entity" under the following category (check one):

_____ a public institution of higher education;

_____ a private nonsectarian institution of higher education;

_____ a governmental entity; or

__X__ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501 (c) (3) status must be attached to the application. Articles of incorporation or letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: Kristin L. Mallory

Address: 2611 Temple Heights Dr., Ste A **City:** Oceanside, CA **ZIP:** 92056

Daytime Phone Number: (858) 449-8173 **FAX:** (760) 631-6072

E-mail: Kris.Mallory@siatech.org

Charter Site Address: 6900 Scott Hamilton Drive **City:** Little Rock

ZIP: 72209 **Date of Proposed Opening:** Fall 2011

Chief Operating Officer
of Proposed Charter: To Be Determined (TBD) Title: School Principal

Address: ~~6900 Scott Hamilton Drive~~ ***6724 I-30*** City: Little Rock

ZIP Code: 72209 Daytime Telephone Number: 501.618.2500

The proposed charter will be located in the Little Rock School District.
Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name: Kristin Mallory **Position:** Chief Instructional Officer
Profession: Educator **State of Residence:** CA
Kristin had input from SIATech, Inc & NEWCorp, Inc. staff members

Name: Dean Elliott **Position:** Director of Govt. Affairs, Dillard's, Inc
Profession: Director **State of Residence:** AR

Name: Lorraine Lane **Position:** Job Corps Center Director
Profession: Job Corps Management **State of Residence:** AR

Name: Fred Williams **Position:** Job corps Deputy Director
Profession: Job Corps Management **State of Residence:** AR

Name: Wendy Maxie **Position:** Education Manager
Profession: Educator **State of Residence:** AR

Name: Richard Trainor **Position:** Chief Financial Officer, NEWCorp
Profession: Finance **State of Residence:** GA

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

2009-10 = 25,899 (Total District Enrollment)

List the school districts from which students are expected to come.
Little Rock School District
North Little Rock School District
Pulaski County Special School District

B. GENERAL DESCRIPTION

The School for Integrated Academics and Technologies, Inc. (SIATech) is a network of fully-accredited charter high schools focused on dropout recovery and retention. SIATech Little Rock re-engages former school dropouts with a unique education program through an innovative, student-centered and standards/research-based curriculum that integrates technology with academics. There is a specific emphasis on literacy, numeracy, critical thinking and achievement of the Arkansas core academic standards. Students assist in developing and monitoring their individualized learning plans, assuming ownership and responsibility for their learning and academic progress.

~~"The SIATech partnership with the federal Job Corps program, a symbiotic relationship to maximize AR public education efforts,~~ ***SIATech will*** provides school dropouts the opportunity to complete their secondary education in a technology-rich, classroom-based environment and an elective program that provides career-technical certification for a 21st Century workforce. ~~Reallocation of dollars, as a result of the partnership, provides an extended school year, a one-to-one student to computer ratio in core academic classrooms, a robust career-technical elective program, small class sizes~~ ***The school will offer*** a safe learning environment where students

learn to take personal responsibility for identifying and tracking their learning goals and academic learning gains.

SIATech will change from a formal partnership with Job Corps to a more 'distant' partnership. The school will no longer be located on the Job Corp Center which will necessitate changes in the way SIATech distributes resources. Specific changes, due to the reduced support from Job Corps, will result in a reallocation of dollars as listed below:

- ***a traditional school year calendar will be utilized***
- ***a strong ratio of students to computers, equal to or better than 2:1, but not specifically one to one in all classrooms***
- ***Job Corps students sent to SIATech will be able to use their vocational training (hard and soft trades) to fulfill Career Focus electives.***

Guided by highly qualified teachers, students augment and adjust their individual learning plan, recognize what is working and what is not, and assume ownership for implementing the best and most appropriate "next steps" to progress in their academic program. Copies of each student's learning plan reflecting their achievement, inclusive of goals and assessments, will be provided to parents/guardians of minor age students in a systematic and ongoing manner using multiple communication strategies (written, oral, on-line/digital, and in-person). SIATech's integrated academic curriculum, ConTech Learning Strategies© embeds state and common core national content standards into industry-standard software programs such as Microsoft Office Suite, AutoCAD 2000, Macromedia Flash and Adobe. This custom curriculum provides multi-media tutorials; requires that students learn to manipulate software applications in order to move through the learning activities in math, science, English and history that are interwoven with connections to career-technical and employability skills using real-world problems and situations. Competency is demonstrated in benchmark and cumulative knowledge assessments, authentic portfolio assessments including a portfolio of work, five senior projects that represent a broad sampling of student learning, and a multi-media presentation of that work to staff, parents/guardians and peers. A focus on literacy and numeracy and an accountability system based on 'Value-Added,' provides data about individual student learning gains (progress from one assessment to another). It is the expectation that the majority of students will exceed expected growth in reading and mathematics. This is measured, for each student, using baseline and growth assessments from nationally-normed reading and math assessments. Students are provided with a copy of the reading and math diagnostics report after each assessment to evaluate current proficiency and track individual growth progress. For writing, SIATech uses its internally developed, rubric-scored, on-demand writing assessments.

Based on a sound theoretical framework of competency-based, authentic education, and drawing on the foundational work of Abraham Maslow *(Maslow's Hierarchy of Needs),* Bloom's *Taxonomy of Educational Effectiveness* and Feuerstein's '*educability of intelligence,'* SIATech has created an educational delivery model that has effectively changed the lives of over 10,000 high school dropouts by helping them to re-engage in the education process, achieve the goal of a high school diploma and access opportunities for advanced education and a meaningful career. One of the most important strategies utilized by the SIATech system is to use a competency-based model of teaching & learning. Competency-based learning moves away from a system that relies on seat-time credits (a measure of the length of time a student has studied a subject) and

the confinement of grade-level boundaries to a system that awards credits based upon the demonstration of skill level mastery. Time-shifting allows access to curriculum in the form of extended day learning opportunities, work-based learning, and community service and facilitates accelerated learning. This supports a truly unique experience and meaningful transformation. When a student acquires a defined level of skill or competency, they move on to the next set of standards.

Caring adults, a small learning community, an orderly atmosphere, a strong emphasis on skill acquisition, frequent monitoring of progress, data-driven decisions in real-time within a "High Tech" and a "High Touch" learning environment promotes students future academic success by teaching students the academic skills and confidence to learn to self-monitor their learning under the tutelage of adults with high expectations of success for every student.

STANDARD 1 - PUBLIC HEARING RESULTS

A public hearing was held at the Southwest Community Recreation Center, 6401 Baseline Road, Multi-Purpose Room, Little Rock, AR 72209, on Friday, August 20, 2010 at 6:00 pm. It was attended by 8 persons from the community, 4 who were from the Little Rock Job Corps Center. Presentations were made by Laurie Pianka, Education Director and Kristin Mallory, Chief Instructional Officer, from SIATech. A power point presentation highlighted information about the SIATech history and educational program and a web-based recorded presentation from the SIATech Gainesville, FL principal summarized her school's June, 2010 Model Schools presentation in Orlando, FL. The sign-in sheet from the meeting is in **Attachment A**. There were numerous questions about the charter and most remarks from community members spoke to the 'uniqueness' of the charter purpose and the target population. Individuals from Job Corps were able to answer many questions about their program and their expectations of the potential partnership.

There will be a second public hearing on Thursday, September 2nd at 6:00 pm at the Little Rock Job Corps Center, 6900 Scott Hamilton Drive, Little Rock, AR 72209 to provide community members with an opportunity to not only hear about the SIATech Little Rock charter program but to see the facility where the school will be housed if approved.

In addition to the community meeting, a letter of support was submitted by Ms. Wendy Maxie, the Career Education Manager of the Little Rock Job Corps Center **(Attachment H).**

STANDARD 2 - ARKANSAS CODE ANNOTATED §6-23-302 REQUIREMENTS

All of the following requirements of Arkansas Code Annotated §6-23-302 were met:

A. Public hearings were published in the *Arkansas Democrat Gazette* **(Attachment A).**
B. Copies of the Notice of Public Hearing are included in **Attachment A.**
C. The last public hearing notice was published on August 19, 2010 **(Attachment A).**
D. Letters were sent to the superintendents of Bryant Public Schools (2nd public meeting only), Pulaski County Special School District, North Little Rock School District and Little Rock School District **(Attachment A).**

STANDARD 3 - GOVERNING STRUCTURE

The legal entity governing the proposed school is *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Little Rock, Inc.),* which is a public benefit, non-profit 501(c)(3) corporation. SIATech Little Rock, Inc. is electing to be a public employer and will seek to participate in the Arkansas Teacher Retirement System (ATRS).

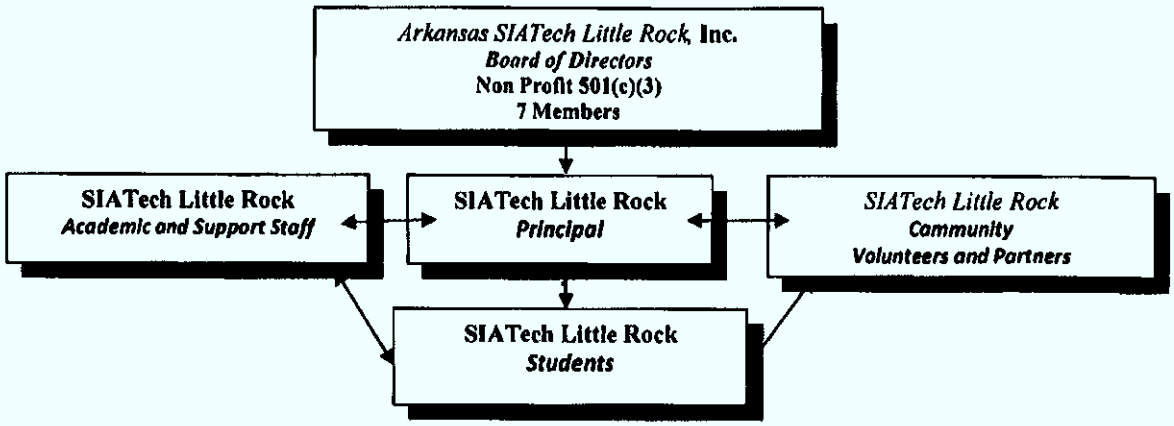
The Board of Directors (Board) of SIATech Little Rock, Inc. will serve as the governing body of the school, SIATech Little Rock. The Board will be established with seven (7) members including four (4) business/community/education leaders, one (1) parent/guardian ~~or in loco parentis~~, one (1) student, and one (1) representative of the member corporation (NEWCorp, Inc.). Initially, the Founding Board will appoint the members of the Board according to the terms of the corporate by-laws. Thereafter, the business/community/education, parent, and student representatives will be nominated and elected by their peers to the Board. The Board of Director members will elect a President, Vice-President, and Secretary. Procedures for replacing Board of Director members will be set forth in the by-laws of the organization. Each member of the

Board will be fingerprinted and will minimally specify multi-year terms (2-3) that overlap, providing constancy of membership.

SIATech Little Rock will be under the overall management and control of the Board, which will work closely with the school principal in promoting school goal achievement, student academic achievement and ongoing alignment with the school mission and vision. The Board will focus on policy issues and will entrust the day-to-day management of the school to the principal, who will be accountable to the Board for the overall performance of the school.

The central role of the Board of Directors of SIATech Little Rock, Inc. will be to be the "keepers of the mission and vision" of the school. The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board will concern itself first and foremost with pupil achievement, what it can do to support and enhance that achievement, and how it can help build a sense of connectedness and community for each SIATech Little Rock pupil and stakeholder. To that end, the Board will be composed of a representative group who can provide input from the community and the general stakeholders of SIATech Little Rock, Inc. The Board will involve teachers, parents, and students in the governance, operations, and planning procedures of SIATech Little Rock, Inc. Every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests.

The governing structure of the school is further illustrated in the following chart:
SIATech Little Rock, Inc., Organizational Chart:



The Organizational Flow Chart presented above outlines the general governance structure of the school, and the respective relationships of the Board of Directors, the principal, staff and students.

As has been indicated, the principal will have primary financial and administrative management responsibility for SIATech Little Rock, that will include, but not be limited to: personnel and payroll administration; professional development/training; curriculum and testing; contract administration; accounting, budgeting, cash management and financial reporting; management information systems; insurance; transportation services; cafeteria management services; parent/student/community activities; marketing and recruitment; and public relations activities.

The principal will be assisted in these tasks by employees, and professionals or entities employed by or contracted with for the provision of administrative and management support services.

Proposed reporting and relationship structure

SIATech Little Rock will be under the overall management and control of the Board of Directors (Board), which will work closely with the principal. The Board will focus on operational oversight and the identification and development of overarching goals and policy issues. The day-to-day management of the school will be the responsibility of the principal, who will be accountable to the Board for the overall performance of the school.

The responsibilities of the Board, including how it will exercise continuing oversight over school operations, will include:

- Management of the business, property, and affairs of the non-profit corporation;
- Approval of a qualified principal to administer and operate SIATech Little Rock;
- Supervision and oversight of the principal in performance of his/her respective duties and obligations;
- Establishment of overall policies for SIATech Little Rock;
- Approval of the annual budget of anticipated income and expenditures, and preparation of the annual financial audit report;
- Filing of an annual progress report to the AR School Board that will include:
  1) SIATech Little Rock's progress towards achieving the goals outlined in its charter;
  2) The information presented in the annual school report;
  3) The financial records of SIATech Little Rock, including revenues and expenditures; and
  4) Salary and benefit levels of SIATech Little Rock employees.
- Maintenance of written records of attendance and minutes of its meetings.
- Responsible for hiring staff.

The Board, teachers and administrators will have a relationship based on mutual respect for the role each plays in fulfilling the mission of SIATech Little Rock. The Board is responsible for and accountable to the people for whose benefit this school will be established and has the overall responsibility for ensuring that the students attending SIATech Little Rock will be provided with a quality education. The Board will be responsible for evaluating the effectiveness of SIATech Little Rock in the fulfillment of its established goals, objectives and mission.

The principal will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management. The teachers and staff of SIATech Little Rock will report to the principal, but will ultimately be under the direction of the board with respect to ongoing employment. Employees, professionals or entities employed by or contracted with for the provision of administrative and management support services may be responsible to the Founding Board, the Board, and/or the principal depending on the specific nature of the services to be provided.

Transition from Founding Group to Governing Board

The Founding Board will serve as the initial Board of Directors of SIATech Little Rock, Inc. Recognizing that people who understand and care about the uniqueness of the local community can only enhance a school's success, therefore, the initial Founding Board will transition within

one year of charter contract approval to the appointed/elected SIATech Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock Little Rock, Inc.

Board member recruitment, development, orientation process for new members and ongoing professional development

Initially, the Founding Board will appoint the members of the Board of Directors (Board) for one year terms. Thereafter, the business/community/education, parent and student representatives will be nominated and elected by their peers and current Board members to the Board of Directors.

Given the wide range of backgrounds and experiences in both the public and private sectors, as well as the proven track record of developing successful charter schools, the Founding Board members are well qualified to initiate charter school development, articulate a clear vision for the charter school, establish a Board with members who have a broad range of personal and professional skills to provide the oversight of the activities of a charter school, and ensure that the charter school's direction and performance remains aligned with its vision. The initial Founding Board will transition to the appointed/elected SIATech Little Rock Little Rock, Inc. Board of Directors for the overall management and control of SIATech Little Rock as close to the opening of the school as possible, but no later than December, 2011. The Board of Directors (Board) will be made up of a well-balanced group of individuals drawn primarily from the local community. A board composition that is diverse and provides a range of professional expertise and experiences will offer capacity for overseeing the organizational, financial, pedagogical, legal, etc. areas necessary to develop a successful charter school.

The Board will elect a President, Vice-President, and Secretary. Procedures for replacing Board members are set forth in the by-laws of the organization. The Board will focus on policy issues and the identification and development of overarching goals and specific objectives to ensure the continued alignment of SIATech Little Rock's direction and performance with the Founding Board's vision. Initially, the founding board will be composed of Kristin Mallory (Chief Instructional Officer, SIATech/NEWCorp, Inc.), Fred Williams (Deputy Director, Little Rock Job Corps Center) and Dean Elliott (Former Arkansas Legislator, 1999-2002, currently Dillard's, Inc., Little Rock, AR; Director of Governmental Affairs).

Partnership

The partner organization is the Department of Labor's Job Corps Center management and staff. The contact person will be the Job Corps Center Director ~~(Ms. Lorraine Lane)~~ or ~~her~~ designee. The Little Rock Job Corps Center operates youth programs through the U. S. Department of Labor. SIATech's ***extended instructional time,*** ~~outstanding high school program is possible as a direct result of this partnership, whereby the vocational training and workplace readiness features of the Job Corps complement SIATech's~~ technology-rich, classroom-based environment ~~to~~ support a meaningful and "real-life" approach to academic achievement for disadvantaged students. ~~SIATech will utilize the Job Corps facilities for its programs, while providing an opportunity for students to obtain their high school diploma through SIATech's accredited high school program located conveniently at the Job Corps site.~~ ***SIATech will continue to partner with Job Corps for any high school eligible youth that are sent from the center to SIATech. Over the past two years, SIATech has successfully opened three Florida MYcroSchools,***

schools that are not located on Job Corps Centers and use the SIATech model as described in this document.

SIATech Little Rock's board membership ***may*** include one or two representative members from the Little Rock Job Corps Center. As a regular member(s) of the Board, this individual will bring a wealth of knowledge directly related to SIATech Little Rock students' success and he/she will participate fully in all functions of the board.

SIATech Little Rock Staff, Parent/Guardian and Community Governance Involvement
Parents/Guardians will be an integral part of the school, serving on the Board in a voting capacity (1) and in an advisory capacity in addition to other school-based teams and/or committees. Parental/Guardian involvement in the decision-making process will include, but not be limited to, the following:

- Review of the charter school's policies to ensure consistency with the school's mission
- Recommendations on policy issues
- Development of long range strategic plans
- Review and recommendations for performance standards to measure the charter school's success

Every effort will be made to make parents/guardians partners in their children's education. Such efforts will include:

- Encouraging parents/guardians to serve as school volunteers
- Promoting and strengthening parental responsibility and involvement
- Encouraging parents/guardians to serve on the Board of Directors and other school-based committees such as the School Advisory Council/Team
- Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement
- Scheduling programs and activities in a flexible manner to reach a diverse group of families

SIATech Little Rock will utilize a flexible and open process for including staff and a greater number of students and parents/guardians in providing guidance and support to the school. The school Principal, with support from the Board of Directors, will establish a ***SIATech Little Rock Advisory Council (SAC)*** to provide for ongoing input and participation from parents/guardians and students. The SAC will seek to have two (2) interested student volunteers, two (2) to four (4) volunteer parents/guardians of SIATech Little Rock students (one of whom may be a SIATech, Inc. Board member) and two (2) staff members. The School Advisory Council will meet monthly and will provide input at the Board of Directors meetings. The SAC will select, minimally, two (2) members (parent and student) to participate in the monthly Board of Directors Meetings, providing input as non-voting participants. The members of the SAC will form the basis for the *SIATech Little Rock Advisory Team (SAT)* which will have overlapping meetings with SAC and allow for participation from any interested SIATech Little Rock students and parents/guardians, forming an "extended family" to advocate and promote student success at SIATech Little Rock.

Students will be asked to develop and share their personal mission statement; commit to the SIATech Little Rock Code of Student Conduct contract; and schedule their goal reviews for

achievement at regular intervals with the Principal and/or designee. These students will be sworn in as SAT members and recite an oath to uphold the school values, serving as role models for all who follow behind them. The SAT will act as "an extended family" where the emphasis is on relationships and learning and providing input to the SAC and SIATech, Inc.

SIATech Little Rock CORE VALUES
INTEGRITY
Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong. Do the right things for the right reasons.
RESPECT
Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
SERVICE
An act of help or assistance, responding to others in need, without expecting anything in return
LEARNING
The act, process, or experience of gaining knowledge or skill-pursuing opportunities for life-long growth.

STANDARD 4 - MISSION STATEMENT

The mission statement for SIATech Little Rock, on open-enrollment public charter school is: ***Real Learning for Real Life ®***

The **Mission** of the *Arkansas School for Integrated Academics and Technologies Little Rock, Inc. (SIATech Inc.)* is to provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in **Real Learning for Real Life ®.** The SIATech Little Rock Vision of success characterizes:

STUDENTS	as life-long learners and contributing members of society
STAFF	having an opportunity to make a difference in an environment of respect, recognition and professional growth
COMMUNITIES	benefiting from the success and contributions of SIATech Little Rock students

SIATech Little Rock seeks to provide school dropouts with an opportunity to re-engage in learning via a competency-based high school program that offers flexibility of scheduling using open entry-exit enrollment options and blended-learning opportunities that take advantage of technological opportunities for lifelong learning (e.g. free digital textbooks, access to online learning opportunities, open-source, and free software). SIATech Little Rock will use numerous information and data to evaluate the accomplishment of its mission. Examples of explicit goals that demonstrate student achievement of ***Real Learning for Real Life ®*** might include:

- Individual student learning gains in literacy and numeracy, that minimally meets and generally exceeds what is expected, using nationally recognized and normed assessments (i.e. Renaissance Place reading and math assessments[1])

[1] Renaissance Learning, http://www.RenLearn.com/

- Student demonstrations of 21st century technology skills
- Student awareness, attention and achievement of advanced career-technical training and/or post-secondary education

The school embodies the intent to break the cycle of poverty and underachievement for youth who have dropped out of the traditional educational system and who are currently labeled as at-risk. SIATech Little Rock views all at-risk students as 'At-Promise' and will provide these students with the opportunity to earn a high school diploma, leading to advanced study and expanded career options. This specialized school will enhance each student's ability to access and succeed in institutions of higher education, vocational-technical careers, and/or military service and promote their opportunities to learn the skills needed to negotiate the complexities of life and to achieve success in the 21st century workforce.

SIATech believes that all students can learn and that they have the right to earn a high school diploma, even though they previously have been unsuccessful in a traditional school system for a variety of reasons. ***A*** ~~The~~ unique ***program, which incorporates the use of individualized student learning plans and a continued*** partnership between SIATech Little Rock, the Arkansas State Board of Education, and Little Rock Job Corps will re-engage disenfranchised students in a high-tech, high-touch small learning ***community*** ~~environment~~, fostering academic achievement, career-technical training, and 21st century workplace-readiness skills. High school dropouts or students not on track to graduate with their cohort class will find the opportunity and support to complete their secondary education in a classroom lab where the focus is on rigor, relevance and relationships. The learning process at SIATech Little Rock will be personal and will occur one on one, in small ***and large*** groups, and independently. A motivating, integrated core academic program that is outcome-based rather than seat-time dependent provides incentive for students to build their skill sets, reach their potential, and achieve their goals. Additionally, students will demonstrate mission accomplishment through achievement on Arkansas state benchmark assessments and end of course tests.

STANDARD 5 - EDUCATIONAL NEED

Increasing America's graduate pool is an issue of national urgency. We can no longer accept the hemorrhaging of students from our schools without a diploma nor the number of school-age young people who have dropped out. Effective Dropout Recovery schools can be one of the solutions to this serious problem. The school will provide a critical point of re-entry for disconnected youth. Nearly 11,000 students from Arkansas high schools did not graduate with their class in 2009. This hurts the student, and the state as a whole. The consequences of dropouts include higher unemployment, lower wages, increased criminal activity, more reliance on public assistance, and lower civic engagement.[2] SIATech Little Rock is an option to help these students get their lives back on track through career training and an education.

Several studies have analyzed the projected impact of the dropout crisis on communities in the United States. It is estimated that a high school graduate would contribute an additional $260,000 in increased income and paid taxes over his or her working life compared to a dropout[3]. Therefore, with a small per student investment in a dropout recovery high school such as

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[2] Alliance for Excellent Education, Issue Brief, August 2009. http://www.all4ed.org/files/HighCost.pdf

SIATech Little Rock, the benefits would be immense over a working life. Even if the funding per student for two years were to equal $20,000, if SIATech Little Rock graduates 125 Arkansas dropouts in 2011-12, the return to the state over the working lives of these students is estimated at $30 million[3].

In the SIATech Little Rock classrooms, students will actively participate in learning the core academic subjects, reaching subject mastery, and achieving their goals. This school environment will probably be like nothing these students have ever seen – it is high-tech, interactive, rigorous, and engaging. Its caring and highly effective instructors will provide personalized and small group instruction to ensure each student stays on track to graduation. Whether students need an entire high school program or to make up a few credits, SIATech Little Rock will be a viable educational opportunity for a better future. There will be a focus on improving students' skills in literacy, reading and writing, as well as numeracy. Additionally, the provision of career and technical training is crucial to developing employability skills for students who choose to enter the world of work at the end of high school. Increasing students' reading levels, mathematical skills, and writing skills are fundamental to improving their chances of achieving proficiency on End-of- Course assessments, completing high school, accessing and completing higher education and progressing to gainful employment with opportunities for promotion.

SIATech's small schools have had an impressive track record of success in its 12 years of operation. During this time, SIATech has gradually opened 16 fully-accredited school sites and more than 10,000 previous dropouts have earned their high school diplomas. The current 'one size fits all' accountability model provides a 'disincentive' for most schools to re-enroll students who have previously dropped out of school. This is largely due to the high degree of scrutiny and pressure schools are under to increase test scores and graduation/completion rates. SIATech believes that the implementation of rigorous, appropriate systems of accountability will assist with recovering dropouts and re-engaging them in learning. This is not only the *right* thing to do, but serves as an effective economic growth model for our country.

SIATech is committed to closing the school-to-prison pipeline and diverting more students into the school-to-work pipeline. SIATech is a specialty school, specializing in recovering school dropouts, an educationally disadvantaged and vulnerable population worthy of another opportunity. There are devastating economic and social implications of the high school dropout rate that cannot be ignored. Considering the safety and security of our citizens and communities, dropouts have a significantly higher rate of incarceration than the general population. A dropout is more than eight times as likely to be in jail or prison then as a person with at least a high school diploma.[4]

STANDARD 6 - EDUCATIONAL PROGRAM
Foundational Educational Philosophy – Curricular and Instructional Strategies

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[3] Alliance for Excellent Education, Issue Brief, August 2009. http://www.all4ed.org/files/HighCost.pdf

[4] Editorial Projects in Education Research Center and Education Week (2007). Diplomas Count: Ready for What? Preparing Students for College, Careers, and Life After High School.

The educational philosophy of SIATech Little Rock centers on the belief that all students should be afforded the opportunity to become independent thinkers who are intrinsically motivated to learn. In an effort to develop learners who will be successful participants in the 21st century, SIATech Little Rock staff will focus on the development of efficient thinking skills that empower students to be successful in our dynamic society as transformed learners.

SIATech Little Rock will incorporate the belief system, theory, and parameters of Lev Vygotsky (personal and social aspects of the cognitive and the metacognitive); Jack Mezirow (transformative learning); Betty Garner (*Getting to Got It! Helping Struggling Learners Learn How to Learn*); Art Costa (habits of mind); Howard Gardner (multiple intelligences); and Reuven Feuerstein, whose techniques focus on the *"educability of intelligence"* and *"Intelligence is not fixed, it is modifiable."* ***It is possible to have a brain and not have a mind. A brain is inherited: A mind is developed.*** Reuven Feuerstein

The key instructional methodology promotes **learner-centered efforts**. SIATech Little Rock will expand teachers' repertoires with research-based strategies for teaching skills for thinking, increasing learning capacity, transferring learning to other situations, reducing impulsivity, and building intrinsic motivation. Explicitly teaching toward the development of cognitive functions facilitates student capacity for making connections, identifying patterns, formulating rules, and applying abstract principles to new situations.

Additional methods include cooperative and collaborative learning to encourage active participation, individual accountability in work groups, and the improvement of social skills. Staff will guide and encourage students in discussion groups, peer coaching, inquiry-based learning, and collaborative projects. In order to be successful in life, learners must learn to adapt to new and ever-changing conditions and team situations; that is, it is imperative that they develop a process for lifelong learning in a 21st century style work world. SIATech Little Rock will combine this learner-centered focus with a **competency-based** academic approach founded on the learning organization work of Peter Senge *(The Fifth Discipline),* Michael Fullen's work on Professional Learning Communities *(Change Forces, Turnaround Leadership),* Ron Edmonds's research on the school effectiveness movement, Robert Marzano's *What Works in Schools,* Larry Lezotte's *Stepping Up!,* and Stephen Covey's *7 Habits of Highly Effective People.*

One of the most important components of the SIATech Little Rock system, **competency-based learning,** moves away from reliance on seat-time credits (a measure of the length of time a student studies a subject) to a system that awards credits based upon the demonstration of skill-level mastery; with success based on a willingness to break the confinement of grade-level boundaries. As a student acquires a defined level of skill or competency, the student is guided toward the next set of Student Learning Expectations (SLEs) in the Arkansas Frameworks, regardless of grade level. Based on research and experience, a competency-based model brings the following benefits:

- Personalization and relationships
- Relevance and engagement
- Rigor and high standards
- Results - desirable outcomes
- Accelerated opportunities for earning credit towards graduation
- Empowered educators with expanded roles as "learning facilitators"

Competency-based learning regards each student as an individual with different learning needs. SIATech's experience with 'At-Promise' students demonstrates that competency-based learning is a natural way to assist students' progress from **dropout recovery** to lifelong learners. Students see first-hand the benefits of competency-based learning as they enter the employment arena, realizing that real jobs seek to establish actual mastery—not just time on task. SIATech Little Rock will provide high expectations, an orderly atmosphere, strong emphasis on skill acquisition, and the frequent monitoring of student progress to promote student success. A small learning community allows for both a "high-tech" and a "high-touch" environment where students gain the academic skills and confidence to self-monitor their progress.

The SIATech philosophy is that relationships are the foundation of an effective, academic program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. Rather than seeing its student population as "at-risk," SIATech focuses on each student's strengths and believes all students are 'At-Promise'. SIATech facilitates the ability of staff to guide student learning through positive methods, without coercion and in an atmosphere of warmth and concern. The school culture will be based on both 1) quality work in mastering the curriculum and 2) self-responsibility, helping students discover that education is the key to their future.

Innovations of SIATech's program include a competency-based academic system (waiver request for competency to determine credits vs. Carnegie units based on hours in the classroom), authentic portfolio assessments, workplace-designed classroom environments, a custom-designed academic curriculum, small class sizes, standards-based testing, multimedia presentations of each student's work, daily access to industry-standard software, computer workstations for every student, and an elective program that includes career-technical ***classes with some*** certifications ***options.*** ~~through the partnership with Job Corps.~~

Much of the students' academic learning is guided by teachers using ConTech Learning Strategies©, SIATech's own curriculum (described more fully in Standard 8). This integrated core curriculum embeds academic skills into learning industry-standard software programs such as Microsoft Office Suite, AutoCAD, and the Adobe CS3 Suite. In this custom curriculum, students learn to manipulate software applications to move through SLEs from the Arkansas Curriculum Frameworks in a classroom-based instructional setting. Competency is demonstrated in benchmark assessments and culminates in the presentation of Senior Projects and a Graduation Portfolio, representing a broad sampling of student learning.

SIATech's custom-designed curriculum and instructional program provides:

- Complete integration of Arkansas Curriculum Frameworks and Common Core Standards (in progress).
- High-interest, real-life projects and assignments
- Academic skills of mathematics, science, English/language arts, and social studies learned through real-world problems and situations
- Interactive multimedia tutorials to learn math, grammar, writing, and technology
- Academic skills embedded in learning high-end technology
- Collaboration, with students doing, learning, collaborating with others, sharing, and teaching other students what they've discovered
- Interwoven connections with vocations, career-technical, and employability skills
- Each student's multimedia presentation of Senior Projects and a Graduation Portfolio
- Hands-on career-technical training providing students with relevance for academic learning
- **Learner-centered** and individualized self-pacing, providing options and opportunities for students to

create meaning from prior and current knowledge and experiences.

Core Subject Areas

The core academic subjects of English/language arts, math, science, and social studies are fully aligned with the Arkansas Frameworks. Students of SIATech Little Rock will demonstrate numerous competencies upon graduation:

- **English/Language Arts** – Students will demonstrate proficiency in reading, literary analysis, the writing process and writing applications, the research process, media literacy, and presentation skills —in multiple forms of expression (written, oral, multimedia). Students will show communication skills appropriate to the purpose, setting, and audience. Additionally students will comprehend and critically interpret multiple forms of expression, ranging from literature to informational reading and complex technical directions.
- **Mathematics** – Students will demonstrate abilities to reason logically, problem solve, and apply mathematical processes and concepts encompassing algebra, discrete mathematics, geometry, and statistics. Trigonometry and calculus courses are available as needed for advanced students. Students will demonstrate how standards from these strands are interwoven through different mathematical tasks including AutoCAD, Excel, and math senior projects.
- **Science** –Students will show their knowledge of essential concepts in science including the nature of science, biology, physical science, and chemistry. Students will show competency in strands such as scientific inquiry, cell biology, genetics, ecology, physiology, chemistry, and physics. Lab activities are fully integrated throughout. Students will demonstrate other core skills such as critical thinking, problem-solving, measurement, lab procedures and safety, and data and graphical analysis.
- **Social Studies** – Students will demonstrate and apply civic, historical, economic, and geographical knowledge in order to serve as productive citizens in today's world of diverse cultures and global perspectives. More specifically, students will demonstrate proficiency and understanding of essential concepts about U.S. and Arkansas history, world history, geography, economics, and civics and U.S. government. Recent updates to ConTech© curriculum have put special emphasis on student demonstration of financial literacy.

Underlying and utilized throughout each of these core academic areas will be other core skills, such as the critical thinking skills of problem-solving, analyzing, and applying knowledge as well as the effective use of technology through its infusion across the curriculum. The content of all core academic skill areas is based upon the standards, objectives, and outcomes of both the Arkansas Frameworks for 9-12 and the new Common Core State Standards. Thus, SIATech Little Rock students will be well positioned to acquire specific subject-area skills and demonstrate a year's worth of learning for each year they are enrolled in SIATech Little Rock as measured by the End-of-Course exams in Algebra, Geometry, and Biology; the Grade 11 Literacy Exam; the STAR Reading and Math growth assessments, and SIATech Little Rock's own on-demand writing assessments.

Many students come to SIATech with a history of negative experiences at school and in their home life. SIATech's ultimate goal is to transform these young men and women who have given up on school and themselves. SIATech Little Rock seeks to **TRANSFORM** former dropouts into **LEARNERS** who can access their prior knowledge to construct new understandings to guide their actions (Mezirow, 2000); who are open to alternatives and more emotionally capable of change; and who are ready to engage in critical thinking and discourse.

In summary, SIATech curriculum and instructional methods are based on currently recognized **"best practices"** for learning. Throughout, teachers and staff will facilitate, guide, and coach students:

- Through active participation in thoughtfully organized learning experiences that meet personal and career goals

- Within projects and themes that pose significant questions and present challenging problems
- With curricula that are interrelated and embedded in learning technology
- With involvement in hands-on activities through career-technical classes

Students leave SIATech with a solid academic knowledge base as well as marketable technical skills, increased academic confidence, and a high school diploma.

Rationale for Enhanced Educational Options for Target Student Population

SIATech currently serves over 3,500 former drop-outs in campuses located in four states (Florida, New Mexico, Arizona and California). The charter school re-engages disconnected students through an innovative program that blends technology with academics and provides youth the opportunity to earn a high school diploma. SIATech's unique curriculum meets the needs of a high school population specifically designed for reluctant or disengaged learners who have dropped out of traditional high schools. In addition, SIATech provides this rigorous academic program coupled with an electives program emphasizing career-technical ***courses and*** certifications ***for designated courses.*** ~~through vocational programs like Job Corps. This educational option is possible in Little Rock because of the partnership with the Job Corps program that will provide facilities and elective high school credits for students in the career-technical training program.~~

For the past twelve years, SIATech has been honing strategies that give disadvantaged youth the chance to complete their secondary education in a technology-rich environment that supports academic achievement and career-technical proficiency. SIATech's high-tech, competency-based, integrated curriculum provides incentive for students to build their skill sets and achieve their goals.

Emphasis on Real-Life Skills "Beyond the Schoolhouse Door"

Through partnership with Little Rock Job Corps, SIATech students will participate in career training and service in the workplace and the community beyond the schoolhouse door. Career training and community service activities enable students to achieve the following:

- Learn and practice workplace competencies in real-world situations
- Experience the connection between school-based academic learning and the larger, interconnected local/regional/national/global communities
- Gain personal experience with the infrastructure of local communities and experience the importance of being a contributor to the well-being of the larger community
- Participate in apprentice-like learning and hands-on experiences that prepare them for careers and advanced levels of learning, collegiality, and responsibility.

The Little Rock Job Corps Center offers an array of career-technical certification programs as a response to the current economic crisis and rising unemployment. Because the Job Corps career-technical program provides the majority of each student's elective course credits ***for SIATech Little Rock Students enrolled in Little Rock Job Corps***, many graduates from SIATech Little Rock will also hold an industry-standard certification in a career-technical area. Career-technical training programs available to students at the Little Rock Job Corps Center are presented below:

Training Program	Course: Certification
Business Technology	*Certiport*
Culinary Arts	National Restaurant Association
Facilities Maintenance	OSHA, NCCER (National Center for Construction Education and Research),
Health Occupations	State Licensure
Heating, Ventilation and Air Conditioning (HVAC)	OSHA, NCCER (National Center for Construction Education and Research),

Training Program	Course: Certification
Network Cable Installation	Adobe System, Inc.
Plumbing	OSHA, NCCER (National Center for Construction Education and Research),
Security	IFPO (Certification International Foundation for Protection Officers

One of the reasons SIATech has been so successful with this student population is the partnership with vocational institutions like the Little Rock Job Corps Center. Students spend part of their day in academic classes, gaining the language, reading, numerical, and study skills needed for success in vocational classes. They spend the other part of their day gaining hands-on work experience in their chosen career-technical training vocation.

SIATech students, not co-enrolled in the Little Rock Job Corps program, will also participate in career techical training byond the school house door through a choice of Career Focus electives in lieu of Job Corps Career Technical Training. These electives will enable students to meet Arkansas high school graduation requirements as they learn and practice workplace competencies. Students will have the opportunity to explore careers through "hands-on" practice while developing marketable skills. Through research, service projects and/or internships, students will experience connection with communities on all levels: local, regional, national and global.

Through both the academic and career-technical programs, ***SIATech Little Rock*** students develop "real-life" skills that equip them to continue learning through healthy adult lives:

- Planning, initiating, and completing both short and long-term projects
- Study skills and habits, such as note taking, Internet research skills, planning strategies
- Reflecting on and evaluating one's own and others' learning
- Collaborating effectively with others in teams and work groups
- Financial management skills (e.g., budget development, banking, credit cards, entrepreneurship, spreadsheets, etc.)
- Professional communication skills – both oral and written
- Job readiness and career development skills (e.g., résumés and career websites, online job postings, interviewing skills)
- Employability skills (e.g., punctuality, attendance, proper attire)

Students will demonstrate fulfillment of these competencies through completion of coursework, mastery testing, projects, oral presentations, and reflections. Placement after graduation is an important focus for SIATech students. ***For SIATech students co-enrolled in Job Corps,*** ~~P~~part of the Job Corps measurement system includes a six-month and one-year follow up on student placement. This helps to focus attention on continued success for many students after graduation.

SIATech supports an ideology whose time has arrived. Never has *"Real Learning for Real Life"* been more critical to the success of our nation's students and our educational system. Competency-based education coupled with rigor, relevance and relationship, in a high- tech and high-touch environment, facilitates a unique learning experience and meaningful transformation that creatively meets the needs of 21st century learners.

School Day and Year

SIATech Little Rock will be an open-entry open-exit school to support the needs of the 'At-Promise' (at-risk) student population. The school will follow a ~~year-round~~ ***178 instructional*** calendar ***using a slightly longer***

school day and summer intersession opportunities in order to offer maximum opportunities for these students to meet their academic goals. The campus will have ~~6.5~~ instructional hours per day *and a calendar of 194 teacher day, inclusive of two parent meeting days, 10 professional development days and 4 staff work days.* ~~with 1.5 additional hours for lunch and breaks~~. The proposed hours of operation *will align with the public transportation system. A proposed schedule is attached, but may change according to public bus schedules.* ~~for staff are 7:30 am to 4:30 pm with students attending 8:00 am to 4:00 pm~~.

~~SIATech Little Rock will follow an extended school calendar of approximately 200 instructional days each calendar year. The campus will be closed for most national holidays and for three-week breaks in winter and summer (a total of 6 weeks). The precise dates will depend on the Little Rock Job Corps center calendar.~~ The longer school year, coupled with *a competency-based program,* an open-enrollment policy, *summer intersession hours and a slightly longer school day* will ~~enable~~ *support At-Promise* students *achievement* ~~to work on requirements for~~ *of* a high school diploma in *a* classroom-based *high*-~~tech~~nology environment ~~on a year round basis~~.

SIATech's proven success throughout the nation in educating and training 'At-Promise' youth confirms that the *open-access and technology-rich environment* ~~extended-year and extended-day model have~~ *addresses the needs of this student population.* ~~dramatically increased the graduation rate and accelerated performance in other SIATech schools that operate in partnership with the Job Corps program.~~

STANDARD 7 – ACADEMIC ACHIEVEMENT GOALS

Performance-Based Goals and Measurable Objectives

As a career-technical training and competency-based academic program, SIATech's academic purpose is to improve students' literacy, numeracy, and technology skills to help them complete high school and to prepare them for higher education and careers. SIATech is committed to increasing student learning and achievement for each individual student. As students attend SIATech for months, rather than years, academic growth is most effectively measured individually student-by-student rather than annually by four-year cohort groups. It is our goal to transform individuals, empowering them to become life-long problem solvers and learners who are productive members of society and the workforce. All SIATech Little Rock students, excepting those noted for exception according to state education law will participate in the Arkansas standard state assessments (augmented Benchmarks, General and High-Stakes End-of-Course, and High School Literacy) following the guidelines established by the Arkansas State Board of Education and adhering to state graduation requirements. As a year round school, with open entry/exit, students will need to access assessments when offered regardless of where they are in coursework. For this reason, assessments not available throughout the year are not included in the school's performance based goals or measurable objectives. Instead SIATech has chosen to focus on 'distance-traveled' vs. 'point-in-time' assessment results.

Specialty high schools face inherent difficulties in meeting student proficiency targets and graduation rates required of traditional district high schools. Formal requests have been made to the United States Department of Education to permit schools serving predominantly alternative student populations to be judged accountable for student improvement in ways other than and in addition to the accountability measures used for traditional district high schools.

SIATech proposes an "Individual Student Growth' model as an appropriate way to measure the success and progress of a specialty school serving a predominantly alternative student population, 90%+ under-represented and 95%+ free and reduced lunch eligible students, nearly all of whom have previously dropped out of school at least once. This accountability will focus, first and foremost, on individual student 'expected' and/or 'value-added' growth in literacy and numeracy. Expected growth, minimally, is a year's academic growth for each 10 month period enrolled in school. 'Value-added' looks at each student's past assessment

performance and uses it to project future performance. The difference between the actual and expected/projected results is the estimated 'value' that SIATech adds during the year. School results reflect the average of the assessment outcomes for all students during the period analyzed. The cohort group referenced below refers to all exiting students, annually, SIATech graduates and any students enrolled for a minimum of 10 months. It is also of significant importance to focus on raising the expectations of the school's 'At-Promise' students with respect to their future (Goals 4-6).

For Goals 1, 2 and 3: SIATech Little Rock will implement a system of measuring individual student math/reading learning gains using the Renaissance STAR math/reading baseline and growth assessments and the SIATech Writing Growth Evaluation Process. Student STAR growth results will be evaluated by an independent expert (Dr. John Schacter/Value-Added Analysis Network[5]) using Renaissance STAR norming tables and Stanford & UCLA statistics professors. Writing growth will be evaluated as a measurement for years 2, 3, 4 and 5. The expected percentage (%) of individual cohort students meeting expectations each year is as follows:

Math and Reading		Writing*
Year 2:	65%	55%
Year 3:	70%	60%
Years 4 thru 5:	75%	65%

** The % is lower for this assessment due to the inexact human grading process and the use of a holistic, 4 point rubric.*

Goal 1: Student Math Progress: After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Math assessment using baseline and growth scale scores.

Goal 2: Student Literacy Progress (Reading): After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Reading assessment using baseline and growth scale scores.

Goal 3: Student Literacy Progress (Writing): After a baseline measurement year, SIATech Cohort students will demonstrate appropriate improvement on the SIATech CAS On-Demand Writing Assessment using the double-blind scoring system.

For Goals 4 and 5: SIATech Little Rock will implement practices promoting student future success by implementing both career and educational planning for students. Using the participation average from year 1 and 2 as a baseline, graduates in years 3 thru 5 will accomplish the following tasks at a rate (%) equal to or greater than the previous years' average (e.g. Year 4 average participation will meet or exceed the average of years 1, 2 & 3).

Goal 4: Student readiness to enter the workforce: After completing the requirements for a high school diploma, an increased % of SIATech Little Rock graduates, annually, will register with a minimum of three online career search engines in a career field of their choice as evidenced in their senior portfolio of student work (years 3 thru 5).

Goal 5: Student readiness to enter postsecondary institutions of learning: SIATech Little Rock will encourage an increase in graduates' enrollment in colleges and universities by promoting student participation in '*college going behaviors*' in years 3 thru 5.

- Increase the average % of graduates' participation in ACT or SAT college admission testing
- Increase the % of graduates' completion of applications for financial aid
- Increase the % of graduates' completing an application(s) to a college or university

[5]Value-added Analysis Network, https://valueadded.teachingdoctors.com/register/

Goal 6: Student Growth as a Transformed Learner: 95% of SIATech Little Rock graduates will demonstrate individual growth as a Transformed Learner by presenting a portfolio of work, as part of their Senior Project Presentation, demonstrating growth in:

- The four core academic content areas (English **[specific focus reading comprehension]**, mathematics **[specific focus on math reasoning]**, science, social studies)
- The use and understanding of technology

This will be evaluated as a measurement for years 1-5.

Much of the SIATech Continuous Improvement Process is founded on Steven Covey's[6] 7 *Habits of Highly Effective People.* Over the past six years, SIATech employees have participated in this training, which helps individuals improve interpersonal communication, take initiative, establish greater trust, strengthen relationships, increase influence, and balance key priorities. Additionally staff has participated in Franklin Covey's[7] Time Management Solutions, helping them to define their values, set goals, and plan weekly and daily in order to focus on their highest priorities and accomplish what counts. Both of these trainings have been provided to all levels of the organization, from Boards to school site staff and support staff. Additionally, Steven Covey Leadership training (*FOCUS: Achieving Your Highest Priorities™)* has been provided for leadership and Board members. This training assists leaders in learning to clarify, focus on, and execute their highest priorities. Time is spent on the skills of planning and organizing so time is spent on tasks that really matter. Individuals discover how to define goals and break them into key tasks; eliminate unnecessary activities to reduce stress, balance work and life priorities; and master information management with a proven planning system. SIATech has developed a strong professional development program for all staff and individualizes support for each site in their improvement efforts. Individual, team and organizational goal achievement is addressed using *'The Four Disciplines of Execution' and its xQ Service*[8], a web-delivered survey. The SIATech Superintendent is a trained Covey facilitator, providing in-house professional development using Covey materials.

The use of the *xQ Service*, gauges individual employees and teams' focus on and execution of the organization's top priorities and provides direction for improvement. Leaders are able to improve the consistency of their execution and performance and to assess knowledge and practice as it relates to organizational mission, vision and values and execution on highest priorities. Individual leadership is measured by the LQ, an individual Leadership Quotient assessment which is administered every two years. The result of each person's survey is confidential and has done much to help all SIATech leaders develop leadership skills and attributes. Goal setting and evaluation tools are aligned with the elements of strong leadership.

Each department within the organization designs and utilizes scoreboards as visual representations of their progress toward achieving goals. Scoreboards are updated on a monthly basis, and shared and fine tuned in ongoing and regular meetings with a representative from Franklin Covey. Members of each department use scoreboards not only to monitor their progress, but also as incentive to do what it takes to maximize their efforts in reaching their goals. As part of communication efforts by the organization, selected departments present their goals and related scoreboards to their colleagues during the monthly scheduled Administrative Cabinet meetings. This exercise builds on personal/departmental accountability and provides alignment among all components of the organization, helping the organization as a whole to effectively meet its objectives.

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[6] The 7 Habits of Highly Effective People®, https://www.stephencovey.com/7habits/7habits.php
[7] http://www.franklincovey.com/tc/solutions/the-7-habits-solutions
[8] http://www.franklincovey.com/tc/solutions/business-execution-solutions/xq-service

An additional way of assessing current practices and employee satisfaction, SIATech staff (site staff and central office staff) is surveyed using a SIATech developed, web-based survey in July of each year.

STANDARD 8 – CURRICULUM DEVELOPMENT AND ALIGNMENT

SIATech® Curriculum

The SIATech curriculum has been developed and improved over the course of twelve years to prepare students with real-life skills that can be transferred to the world of work and/or higher education. The SIATech model has been successful at eight campuses in California, two in Arizona, one in New Mexico, and five in Florida.

The SIATech core academic curriculum focuses on intellectual development. The instructional plan is theme-centered, integrated, interdisciplinary, problem-focused, and project-based. The student-as-worker/teacher-as-coach is a central concept.

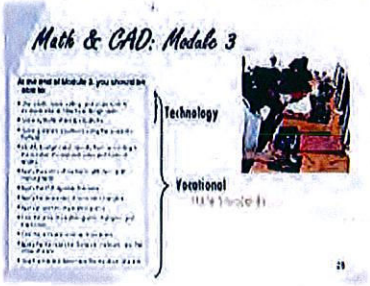
Student learning is guided by highly qualified teachers using ConTech Learning Strategies© (ConTech©), SIATech's custom curriculum. Instruction with this curriculum is facilitated by highly qualified professional educators who believe in students. ConTech© curriculum, aligned with the Arkansas framework, was developed for the school's community of learners who share the philosophy that the best way to achieve and learn is through active participation in thoughtfully organized experiences that meet personal, educational, career, and graduation goals.

ConTech Learning Strategies© curriculum was developed for SIATech charter schools because it implements "best practices for learning" to meet the unique needs of 'At-Promise' students. It integrates the demands of modern industry to produce an academically strong and technology-fluent workforce, and provides students who were previously unsuccessful in the traditional school setting the academic support to earn a high school diploma. This innovative curriculum and learning approach captures students' imaginations and interests by weaving academic knowledge with technology and real-world applications in a work-like setting.

Curriculum Innovations

SIATech's use of the innovative ConTech© curriculum will provide students who were previously unsuccessful in a traditional school setting with the relevance, flexibility, and staff support to earn a high school diploma.

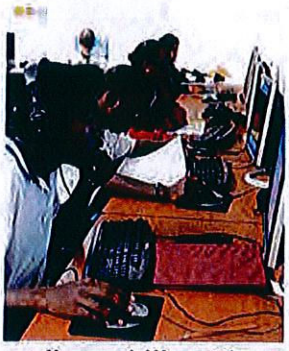
The ConTech© curriculum objectives are designed specifically for students in a dropout recovery/dropout prevention program and help students build numerous, discrete technical and academic skills integrated throughout a comprehensive program. A sampling of these skills appears on the cover page of each ConTech© module, as shown in the illustration.



SIATech Little Rock will employ professional educators who are skilled at adapting the flexible learning activities in each module to individual student needs, abilities, learning styles, and interests while still meeting the curriculum objectives. SIATech teachers have found that offering students options for topics, learning partners, self-pacing, projects, and/or technology builds intrinsic rewards for learners.

The model that SIATech uses for curriculum delivery is also innovative. To support the needs of a diverse student population and offer even more flexibility, SIATech uses a **blended delivery model** that is dependent upon the skills of highly qualified teachers. Many ConTech© tutorials,

tests, activities, and resources are embedded in SIATech's learning management system (LMS), Angel Learning Management, for online delivery. With this blended model, students have daily access to both classroom instruction with in-person teachers in all content areas, and also an eLearning environment.



SIATech is also pioneering in its belief that all students can and will learn if provided relevant learning experiences that are fully integrated with state-of-the-art, industry-standard software and technology. For example, students will learn the full range of language arts standards as they simultaneously acquire technology skills in the Microsoft Office 2007—Word, Excel, PowerPoint, and Publisher. Similarly, while learning standards-based mathematics from arithmetic to trigonometry, students will simultaneously gain skills with Excel and AutoCAD software. Students will discover graphic arts and website design through the Adobe CS3 Suite, even developing their own resume websites. Skills are not taught in isolation but are always integrated with high-end software packages and workplace readiness skills. Classrooms will be equipped with high-end, Internet-accessible workstations that simulate a modern office environment rather than a traditional school classroom. Scanners, laser printers, digital and video cameras, and video editing and other multimedia equipment will support student learning throughout. In addition to the integration of technology with curriculum, the SIATech program is thematic, with many lessons scaffolding towards larger, more comprehensive projects. The culminating Senior Projects and multimedia presentation of the Graduation Portfolio represent larger outcomes that demonstrate a full array of student learning.

SIATech Smart Core Curriculum for a High School Diploma			
Subject Areas	Credits	AR Frameworks - Gr 9-12	Assessments
English* Modules A, B, C Writing and Technology Senior Projects English 9 English 10 English 11 English 12 Oral Communication (.5) ***integrating science, social studies, technology, and senior projects**	**4** **.5**	**English Language Arts** *Oral and Visual Communication* Standards 1-3 *Writing* Standards 4-7 *Reading* Standards 8-11 *Inquiry/Researching* Standard 12 **Library and Media** *Inquiry* Standards 1-2 *Application* Standards 3-9 *Connection* Standards 7-9	Grade 11 Literacy Exam Minimum of 3 out of 4 on rubric-scored writing 80% minimum on module tests Proficiency Exam Challenge Tests Formative oral assessments Senior Projects Portfolio STAR Reading Test English Language Development Assessment (ELDA)

Mathematics* **Modules 1, 2, 3, & 4** **STEM Module (Science, Technology, Engineering, Mathematics)** Algebra I Algebra II Geometry or Investigating Geometry Statistics **integrating science, technology, and senior projects**	4	**Mathematics** *Algebra* Standards 1-5 *Algebra II* Standards 1-6 *Geometry* Standards 1-5 *Statistics* Standards 1-11	End-of-Course Exams (Algebra 1, Geometry, Algebra II) Placement tests Proficiency Exam 80% minimum on final tests Formative oral assessments Math Senior Project STAR Math Assessment
Science* Biology Physical Science Physics ***integrating laboratory requirements, math, social studies, and technology**	3	**Science** *Biology* Standards 1-15 *Physical Science* Standards 1-14 *Physics* Standards 1-7, 9,13,16-21.	End-of-Course exam (**Biology**) Minimum of 3 out of 4 on rubric-scored projects & writings 80% minimum on final tests Formative oral assessments Rubric-scored labs
Social Studies* Civics (.5) World History (1) American History (1) Economics** (.5) ***integrating financial literacy, AR History, reading, writing, technology, & senior projects**	3	**Social Studies** *Civics/American Government* Standards 1-13 *American History (U.S. History)* Standards 1-19 *World History* Standards 1-10 *Economics*** Standards 1-13 ****will be taught by a licensed social studies teacher**	Minimum of 3 out of 4 on rubric-scored units, essays, and projects 80% minimum on tests Formative oral assessments
Health and Safety (.5) Physical Education (.5) Fine Arts (.5 unit)	1.5	*Health and Safety* Standards 1-7 *Physical Education and Leisure* Standards 1-4 *Art* Standards 1-5	80% minimum on tests Minimum of 3 out of 4 on rubric-scored units, writing, projects Performance-based assessments
Career Focus for a High School Diploma			

~~Career-Technical*~~ ~~*courses to be determined in partnership with Little Rock Job Corps~~ *Career-Technical/~~Focus~~ Electives*	6		~~Training Achievement Records (TARS)~~
Career-Technical/~~Focus~~ Electives *Career Focus Electives* *492150 Digital Communication I: Layout & Design (0.5)* *492160 Digital Communication II: Imaging (0.5)* *492360 Digital Communication III: Digital Media (0.5)* *492370 Digital Communication IV: Audio & Video Production (0.5)* *492120 Computerized Business Applications (1.0)* *492470 Word Processing I (0.5)* *492480 Word Processing II (0.5)* *492490 Computer Applications I (0.5)* *492500 Computer Applications II (0.5)*	*6.0*	*Digital Communication I Standards 1-5* *Digital Communication II Standards 1-5* *Digital Comm. III Standards 1-5* *Digital Comm. IV Standards 1-4* *Computerized Business Applications Standards 1-7* *Word Processing I Standards 1-8* *Word Processing II Standards 1-7* *Computer Applications I Standards 1-7* *Computer Applications II Standards 1-7* *Please see career-technical electives listed below*	*80% minimum on tests* *Minimum of 3 out of 4 on rubric- scored units, writing, projects.* *As part of their Career Focus electives, students, in conjunction with staff will design a senior project to integrate career focus electives, personal career interests, and academic work.* *Upon graduation, each student will have completed a portfolio of work related to their career interests.*
Total Credits	**22**	**Required for graduation**	

There will be a phasing in of courses, based on student input and demand for the following electives:

Course Code	Credit	Course Title
415000	1.0	Journalism I
493640	1.0	Fundamentals of Audio/Video Technology & Film
493190	0.5	Personal & Family Finance
494700	1.0	Drafting & Design

Dependent upon student interest, SIATech may pursue ADE course credit for the following nationally-recognized certifications, some of which are currently offered by SIATech:

- ***Certiport IC3 Certification Course***
- ***Certiport IC3 Fundamentals***
- ***Certiport IC3 Living Online***
- ***Key Applications***
- ***Microsoft Office Specialist Examinations: MS Word***

SIATech will continue to offer accepted ADE electives in Health and Physical Fitness, and will seek ADE approval for Digital Art coursework, supporting student achievement of the half-credit graduation requirement in each of these areas.

As a result of these changes and the ability of SIATech staff to support students in making informed decisions with respect to their total instructional program, there will likely be an increased focus on college prep coursework. SIATech will ensure all interested students will be provided with additional college readiness skills in addition to the career training.

SIATech schools have achieved outstanding results in recovering students who have experienced difficulty in school. Measurable academic success, as well as student and staff feedback on surveys and interviews, have given SIATech schools an outstanding track record of achieving *Real Learning for Real Life* to increase and improve learning opportunities for 'At-Promise' students; thereby preparing them to achieve a high school diploma and to succeed in both career technical/vocational careers and higher education.

Curriculum Alignment

Based upon an analysis of the Arkansas Frameworks for 9-12 and the Arkansas Department of Education's high school graduation requirements, SIATech is confident that the curriculum is aligned with and embeds the Arkansas Frameworks. SIATech's curriculum provides a special emphasis on those standards related to literacy and numeracy and will require students to meet the Smart Core graduation requirements (22-credits) as indicated on the previous chart.

In addition, SIATech is taking steps to align the ConTech© curriculum to the new Common Core State Standards (CCSS) to prepare for future integration of CCSS fully into the Arkansas Frameworks.

Curriculum Evaluation – Ongoing Review & Updates

SIATech Little Rock will utilize the Comprehensive School Improvement Plan to review and improve the SIATech curriculum and educational program so students will excel in learning and academic achievement on an ongoing basis. The integration of real-life skills that can be transferred to the world of work within the curriculum helps to support student engagement, self-monitoring of their learning and integrating new information with prior knowledge.

The SIATech program has been and will be continually assessed and improved through several means:

- Analysis of baseline and growth student achievement data in reading, mathematics, and writing to determine if students are showing a year or more of learning for each year of enrollment
- Tracking annual graduation numbers to determine how many former dropouts are returning to school and graduating with a high school diploma after completing the SIATech educational program
- Meeting the standards for accreditation adopted by the Arkansas Department of Education and the U.S. Regional Accreditation through AdvancedED (AdvancedED, NCA-CASI)[9]
- Implementing annual school improvement activities
- Annual curriculum reviews by a Curriculum Development Coordinator and curriculum team to maintain a high quality of acceptable student work.
- Professional development meetings between the curriculum team and subject area lead teachers at "Roundtable Workshops" to analyze student performance data and plan curriculum improvements.
- Continuous updates to SIATech curricula to reflect content enrichment, best practices in curriculum delivery, industry-standard technology updates, and alignment to the most current state standards
- Professional development program driven by data and facilitated by a Professional Development Coordinator in a collaborative, interactive setting focused on improving student learning outcomes in literacy and numeracy.

Most importantly, to bring joy and excitement about learning and to maximize each student's learning potential, the SIATech school community will reflect an atmosphere of respect, a belief system that every student can and will learn, and a school culture of inclusion, collaboration, and caring.

"No significant learning occurs without a significant relationship of mutual respect." Comer[10]

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[9] AdvancedED Arkansas, http://www.advanc-ed.org/locations/arkansas-office

STANDARD 9 – GEOGRAPHICAL SERVICE AREA

SIATech will be located at ***6724 I-30, less than a mile from*** ~~on the campus of~~ the Little Rock Job Corps Center in ~~Little~~ Rock, Arkansas. ~~The Little Rock Job Corps Center provides full services to its residential students, e.g. food services, medical, dental, etc, approximately 85% of its student population.~~ The target population of SIATech Little Rock ~~is~~ ***will continue to be*** Out of School Youth, students who for a variety of reasons have previously dropped out of school. ~~It has been the experience of SIATech Charter Schools housed at fourteen other Job Corps Centers that the greater majority of the SIATech student enrollment comes from students attending Job Corps.~~ We anticipate that ***Job Corps will send students to the new location and we will do outreach in this area for*** students coming from the local community.. ~~and not participating in Job Corps will be from Little Rock, North Little Rock and Pulaski County Special School Districts.~~

STANDARD 10 - ANNUAL PROGRESS

SIATech Little Rock will ensure compliance with annual report requirements as stated in the *Standards for Accreditation*, Section II, Goals and Administration of Arkansas Public Schools and School Districts. School staff will develop, with appropriate community involvement, a comprehensive report describing the school accomplishments with respect to: student academic performance objectives, program goals, accreditation standards, including state benchmark assessments, and a School Improvement Plan. This will be done in accordance with Department guidelines. There will also be an annual curricular review to ensure alignment with state standards.

The report will be filed with and reviewed by the Arkansas Department of Education (ADE) and published annually in the *Arkansas Gazette* (or other appropriate news media) on or before November 14th. The report will also be available to the public through the school website which is accessible to students, parents and the community. The website will also include program updates and highlights of student achievement.

SIATech, Inc. will host an annual public meeting to present, review and discuss the annual report, explain its policies, programs, and goals, and gather community and stakeholder feedback. This meeting will be held at a time and place convenient for a majority of the school stakeholders and employees and will be in compliance with all annual report policy and procedural requirements of Arkansas public schools for reporting to parents/guardians, the community and the State Board of Education.

STANDARD 11 - ENROLLMENT CRITERIA AND PROCEDURES

This charter will target enrollment so as to address the needs of youth who have previously dropped out of school and are seeking to re-commit to their future by completing the requirements to earn an Arkansas high school diploma. Youth seeking this opportunity, who are also in need of special education services and/or English Language Learners, are encouraged to seek admittance. In accordance with federal and state laws, no high school eligible youth will be

[10] Foundation for Educational Administration, http://www.featraining.org/turning_in-depth.aspx

denied admittance based or race, ethnicity, national origin, ethnicity, sexual orientation, gender or disability. Meeting the academic needs of out-of-school youth is a SIATech priority.

SIATech may provide for exclusion of a student who has been expelled from another public school district as authorized by Arkansas Code 6-18-510. Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances, with partner support. Failure of parent or students of majority age to disclose this information or the provision of false information can, and most likely will, result in immediate dismissal.

~~To ensure sufficient enrollment, school staff will work with the Little Rock Job Corps Center to ensure that all their high school eligible student trainees are informed about the school program. The orientation program at the Job Corps Center will serve as a primary means of information outreach.~~ ~~Other~~ ***SIATech staff will utilize outreach*** strategies ~~for outreach include~~ ***such as those listed below***:

- Community child welfare agencies
- Ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community
- City and county workforce agencies
- Workforce training institutions including, but not limited to community colleges and public workforce training institutions

Achievement of a racial/ethnic balance

SIATech Little Rock will not charge tuition for enrollment nor for participation in the school program. The school will be open to any high school eligible student living in Arkansas, but will focus its recruitment efforts mainly toward students who have dropped out of school. SIATech Little Rock will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law and, as such, will be both racially and ethnically diverse.

As previously indicated, based on the proven success of SIATech throughout the nation in educating and training special needs and at-risk youths and ***the SIATech sister school, 'MYcroSchool' (a SIATech school located in the community and not on a Job Corps Center),*** ~~due to the uniqueness of our partnership with the Job Corps Center~~, it is anticipated that most of the students who will apply to SIATech Little Rock will be students ***who are under-credit and over-age (e.g. 17+ years, without credits commensurate with their grade level).*** ~~enrolled at the Little Rock Job Corps Center.~~ Students who have a desire and understand the value of a high school diploma, likely require a non-traditional approach to education in order to be successful. Anticipated diversity is demonstrated from current SIATech school's student demographic data. Please see estimates listed below:

Race/Ethnicity	SIATech Charter High Schools
White Non-Hispanic	13.5%
Black Non-Hispanic	75.7%
Hispanic	9.3%
Asian/Indian	0.5%
Pacific Islander	0.3%
Other	0.7%

Enrollment policies and procedures

A request waiving uniform dates for the beginning and end of each school year provides open entry and exit options for out-of-school youth providing them the required flexibility to access education at this time in their lives. Applications throughout the year will be date/time stamped as they are received and filed by application date and grade level (based on cohort class). In the event that more students apply for admission to the school than can be accommodated under the terms of the charter, a random, anonymous lottery will be held to ensure open access to all eligible public high school applicants. The drawings will be held on the ***new school site*** ~~Job Corps Center~~ and will be publicized on the school website with all pertinent information. The Public charter School Program Coordinator will be notified prior to lottery drawings. The principal, with at least one school board member and one additional school employee in attendance will lead the meeting. Parents/guardians and/or students will be notified of their child's acceptance no later than one week after the drawing and will have ten (10) days to notify the school, in writing, of their decision to attend.

Parents/guardians of students who will enroll in SIATech Little Rock will receive an Enrollment Packet containing information about the school and forms necessary for registration. The Enrollment Packet will include a registration form; the Department of Health's Cumulative School Health Record form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an emergency. Parents/guardians will be given a copy of the Student Handbook and will be required to sign a form indicating that they have received the handbook and read its contents. The form will be kept in the student's file. The Student Handbook includes descriptions of the policies and procedures that will be utilized to ensure student and parent/guardian due process rights.

A student orientation meeting will take place prior to enrollment in the school. The orientation meeting will serve to acquaint students and parents/guardians with the facility, introduce school policies and procedures, and provide information that will be of benefit for the first days of school.

STANDARD 12 – STAFFING/JOB DESCRIPTONS

Principal

The school principal will serve as the school's educational leader. While not requiring administrative certifications (see waiver request), the SIATech Little Rock management and SIATech Little Rock Board of Directors will look only for the most highly qualified individual to serve as principal. The principal will be accountable to the SIATech Little Rock, Inc., Board of Directors. The principal will work as a peer in learning and using shared values and moving the school community toward achievement of a common mission and vision. A key component in this work is building the capacity of stakeholders; the principal will serve as an instructional leader and be responsible for the following duties:

- Supervise daily operations of staff, program, and instructional leadership.
- Certify attendance & ancillary reports.
- Work with partners to schedule students.
- Assign/coordinate staff schedules (calendars).
- Interview qualified applicants and recommend new employee hires.

- Monitor student progress toward earning a high school diploma (matrix, senior check-off).
- Update student records regularly.
- Enroll new students.
- Certify student graduation requirement completion.
- Provide timely reports as required to SIATech central.
- Evaluate staff, minimally once/year on the established evaluation schedule.
- Order equipment/site inventory/maintenance.
- Maintain site records of student academic progress and attendance.
- Serve as on-site liaison to partner.
- Conduct site trainings as needed.
- Conduct weekly site staff meetings.
- Attend scheduled management meetings.
- Maintain appropriate qualifications and certifications for site leadership.
- Participate in professional growth opportunities/workshops to improve leadership and management skills.

The principal will be paid based on a combination of years of experience and education.

Teachers

The primary responsibility of the teacher is to ensure that all students are meeting or are on target to meet the goals and therefore, the mission established by the school. This can only be accomplished by focusing on student achievement through quality instruction. While the school will not require teacher certification (except in Special Education), it is the intent of the school to employ only degreed highly qualified teachers with exceptional qualities in training, experience and teaching ability. Teacher hiring will be consistent with the school mission and will ensure a low student-to-teacher ratio. Special Education Teachers will have the appropriate certification needed in alignment with Arkansas Law. The assigned responsibilities of the teacher are as follow:

- Develop and teach skills and knowledge in one or more courses and/or grade level utilizing course(s) of study adopted by SIATech Little Rock.
- Instruct students in citizenship, basic communication skills, and other general elements of the course of study specified by state law and SIATech Little Rock policy and procedures.
- Maintain proper control and discipline in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning process and in accordance with SIATech Little Rock policy and procedure.
- Evaluate student progress, consistent with school policy and philosophy, keep appropriate records, prepare appropriate student reports, and effectively communicate with students, supervisors, and parents.
- Provide multiple opportunities for students to upgrade work and improve their performance.
- Perform basic attendance accounting and business services as required.
- Maintain professional competence through participation in professional growth activities.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Develop lesson plans and instructional materials and provide individualized and/or group instruction in order to adapt the curriculum to the needs of students with varying abilities, and cultural backgrounds.

- Create, with assistance from students, a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
- Work collaboratively with subject area teams. Attend and contribute to collaboration meetings.
- Select and requisition books, instructional aides, instructional supplies, and maintain required inventory records.
- Ensure a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Administer group-standardized tests.
- Assume responsibility for a reasonable amount of non-teaching activities such as directing of extra-curricular work, teachers' meetings, professional study, in-service training, curricula revision, student supervision, and other similar activities.
- Plan, coordinate, evaluate the work of technical and house assistants, and other assigned staff.
- Be familiar with state teaching standards and proficient with teaching to content standards.

The teacher pay scales are competitive with local districts (Attachment F). Pay scales, payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Administrative Assistant

The primary function of the administrative assistant will perform a wide variety of specialized clerical and secretarial functions independently in support of the administration. The administrative assistant will be responsible for board meeting organization and minutes of the board meeting. In addition, the administrative assistant will have the following responsibilities:

- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Schedule meetings, conferences, and appointments.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information.
- Prepare all board packets for quarterly board meetings.
- Notify all board members regarding meetings, etc.
- Responsible for taking minutes and transcribing minutes for all board meetings.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Registrar

The registrar will perform various complex record keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures, evaluating student transcripts, maintaining student records and providing assistance in general functions of the school office. In addition, the registrar will have, minimally, the following responsibilities:

- Perform various complex clerical and statistical record-keeping duties relating to the enrollment, transfer, or withdrawal of students according to established policies and procedures; enter information and data into computer
- Prepare and maintain permanent records and cumulative folders, transcript files, and demographic information on enrolled and incoming students; request necessary records and initiate telephone and written communication relative to student records.
- Process and forward transcripts and records to colleges and other institutions from student permanent records according to established guidelines and procedures.
- Evaluate incoming student transcripts and transcribe credits to conform to the SIATech Little Rock system; enter new students' grades into the computer to create a history file and transcript; process, enter, or change grade, race, immunization and other related student information according to established procedures; maintain student test scores as required.
- Prepare and maintain State and SIATech Little Rock reports and files; prepare four year cards, compose correspondence, memos, reports, etc. for counselors/administrators as needed; prepare and distribute diplomas, NCAA forms, and others as required.
- Operate office equipment including computer and printer, typewriter, facsimile and copier.
- Prepare withdrawal papers, retrieve files and print transcripts; assure student accounts are maintained according to established policies for appropriate grade clearance.
- Assist students, counselors, parents, and others in person or on the telephone regarding student records, transcript requests, and enrollment procedures.
- Input student grades earned, course units, adult school, and independent study, advocate and County school course work.
- Provide grading materials to certificated instructors; assure timely return for processing student grade cards and graduation notices.
- Communicate with a variety of school personnel, parents, and outside organizations to exchange information, resolve issues, answer questions, and coordinate activities.
- Provide certificated instructors with academic warnings and report card materials as requested; provide class rosters and class enrollment records.

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Instructional Aides

The instructional aides will assist students by providing instruction to individual students or small groups of students in a classroom or other learning environment and incorporating technical skills and curriculum in all areas of learning. In addition, the instructional aide will have the following responsibilities:

- Assist in the presentation of instruction to individuals/small groups of students, reinforcing teacher instruction; assist students in their understanding and comprehension of curriculum, performing remedial exercises and other basic instruction as required.
- Assist in planning and implementing instructional strategies to meet curriculum objectives and development of computer knowledge and skills.
- Assist students in comprehending language and academic subject matter, monitor individuals and groups of students in computerized learning activities; explain and demonstrate theories and principles of the assigned subject area.

- Repeat and reinforce instruction of computer based curriculum to assist students' comprehension and understanding, provide more individual assistance to students experiencing learning difficulty; explain errors and answer questions.
- Report student performance progress and behavior as required; provide input and assist with determining student advancement through established curriculum and computer programs.
- Communicate with students about their own performance and behavior.
- Assist in the preparation of instructional materials as directed by the teacher, and/or site principal.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Administer, correct, and record tests, writings, and projects as directed. Perform a variety of clerical duties such as recording grades, taking attendance, maintaining records and files, and preparing classroom materials.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Inform and make recommendations to teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.
- Assist co-workers in completing assignments and projects as assigned.
- Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.
- Responsible for providing support to staff and students with computer based curriculum.
- Attend ongoing technical training to keep current with ever-changing technology

The classified pay scales are competitive with local school districts. All payroll processes and procedures are managed by SIATech and aligned with its existing practices and Arkansas law.

Testing Specialist

The Testing Specialist will coordinate and organize all student testing including internal tests (reading, writing and math) and state mandated tests. The Testing Specialist will also provide assistance to individual students or small groups of students in a classroom or other learning environment and provide guidance for students seeking postsecondary education. In addition, the Testing Specialist will:

- Ensure all eligible SIATech Little Rock students are participating as required in all ~~GED test, TABE~~, ACT/SAT tests, Benchmark tests, and ELDA tests.
- Maintain accurate and complete data records through the use of the Arkansas Public School Computer Network and other approved student data systems.
- Understand, follow and implement all state and SIATech Little Rock policies and procedures regarding testing administration.
- ~~Obtain all testing and academic data from the local partners as it pertains to the SIATech Little Rock students and enter all testing data into The Arkansas Public School Computer Network in a timely manner.~~
- Coordinate all test prep activities and comply with all state mandates regarding testing to ensure compliance and testing accountability.
- Maintain documentation for state reports regarding enrollment in remedial test prep courses.

- In conjunction with the principal and local partners, coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.
- Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.
- Work with the Resource ~~Instructor/~~Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.
- Order and prepare testing materials for the site in accordance to state and SIATech Little Rock procedures.
- Return all testing documents to the administrative office in a complete and orderly fashion.
- Coordinate and proctor initial reading, writing and math pre-tests as students are enrolled into the SIATech Little Rock program within the first four weeks on ~~center~~ *site*.
- Coordinate and proctor post reading and math tests at the appropriate time. Obtain final writing scores and input data.
- Identify students and ~~administer~~ ELDA ~~initial~~ and follow-up tests for all English Language Learners.
- Work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the site leader.
- Coordinate and proctor all current and new state required end of course testing to ensure maximum testing opportunities for all students.
- Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.
- Analyze testing data to provide site leader with information about student progress, graduation status and testing needs.
- Provide appropriate training to site staff on testing procedures.
- Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.
- Communicate with students about their own performance and behavior.
- Observe, model, and assist students in learning appropriate behavior in and out of the classroom.
- Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.
- Operate and help maintain a variety of computer and classroom equipment.
- Articulate with teachers concerning programs and materials to meet individual student needs.
- Participate in meetings and in-service training programs as assigned.

Below are the proposed staffing needs for the 2011-2012 school year

Position	**Number**
Principal	1
Teachers	5 – 6 (English, Math, Science, Soc Sci, Sp. Needs *(Senior Projects*)*
Administrative Assistant	1
Registrar	1
Instructional Aides	1-2
Testing Specialist	1

* *If a Senior Project Teacher is hired there will only be 1 Instructional Aide (part time possibility).*

Job Corps provides adjunct staff for much of the SIATech Little Rock elective program. Adjunct staff provide instruction and certifications in the career-technical fields noted in Standard 6. SIATech Little Rock provides a limited elective program, primarily in the area of technology.

New Position (2013-14)
The Instructional Aide/Testing Specialist responsibilities will be a new position, implemented for the 2013-14 school year. The job description for this new combined position is listed below. This new position will be implemented at the start of the 2013-14 school year. The single positions of Instructional Assistant and Testing Specialist, as described above, may be brought back, in the future, as enrollment is maximized.

Instructional Aide/Testing Specialist (IA/TS)
The primary function of the Instructional Aide/Testing Specialist (IA/TS) is to coordinate and organize all students testing including internal tests (reading, writing and math) and state mandated tests. Ensure all eligible SIATech students are participating in required tests, ACT/SAT tests, Benchmark tests, and second language assessments. Maintain accurate and complete data records (from all SIATech and local partners' tests) through the use of Power school and other approved student data systems for use by all site staff as well as administrators. When testing duties are completed, provide assistance to individual students or small groups of students in a classroom or other learning environment. Provide guidance for students seeking postsecondary education. Participate in test administration meetings and provide in-service training to staff. Coordinate all Test Prep activities. Comply with all state mandates regarding testing to ensure compliance and testing accountability. In addition, the TA/TS will have the following responsibilities:

- ***Understand, follow and implement all state and school policies and procedures regarding testing administration.***
- ***Obtain all testing and academic data as it pertains to the students and enter all testing data into Powerschool in a timely manner.***
- ***Maintain documentation for state reports regarding students enrolled in remedial test prep courses.***
- ***In conjunction with the principal coordinate dates and location of testing as well as students mandated to complete testing in a timely manner.***
- ***Provide minor students' parents with the proper documentation regarding testing and scores in a timely manner.***
- ***Work with the Resource Instructor/Special Education team to ensure appropriate and mandated accommodations and/or modifications are made for testing.***
- ***Work closely with the administrative offices to identify testers for the state tests and order materials.***
- ***Comply with all state mandates regarding testing to ensure compliance and testing accountability.***
- ***Order and prepare testing materials for the site in accordance to state and school procedures.***
- ***Return all testing documents to the administrative office in a complete and orderly fashion.***
- ***Meet all deadlines.***

- *Coordinate and proctor initial reading, writing and math pre-assessments as students are enrolled into the school program within the first four weeks in school.*
- *Coordinate and proctor post reading and math assessments at the appropriate time. Obtain final writing scores and input data.*
- *Identify students and administer second language initial and follow-up tests for all English Language Learners.*
- *Based on testing data, work with the instructors to determine students' remedial test prep needs, including coordination and facilitation of test prep courses as indicated by the principal.*
- *Coordinate and proctor test to ensure maximum testing opportunities for all students.*
- *Provide guidance and assistance to students registering for the SAT, ACT, ASVAB or other college/career placement tests.*
- *Analyze testing data to provide principal with information about student progress, graduation status and testing needs.*
- *Provide appropriate training to site staff on testing procedures.*
- *Report progress regarding student performance and behavior as required; provide input and assist instructors with determining student advancement through established curriculum and testing milestones.*
- *Communicate with students about their own performance and behavior.*
- *Observe, model, and assist students in learning appropriate behavior in and out of the classroom.*
- *Assist students by providing a positive role model, emotional support, patience, a friendly attitude and general guidance.*
- *Operate and help maintain a variety of computer and classroom equipment.*
- *Articulate with teachers concerning programs and materials to meet individual student needs.*
- *Participate in meetings and in-service training programs as assigned.*
- *Assist co-workers in completing assignments and projects as assigned.*
- *Responsible for maintaining and updating computers and software on an as-needed basis for students and teachers.*
- *Responsible for providing support to staff and students with computer based curriculum.*
- *Attend ongoing technical training to keep current with ever-changing technology.*
- *Other related duties as assigned.*

Below are the proposed staffing needs for the 2013-2014 school year

Position	Number
Principal	1
Teachers	*7 (Inclusive of Special Education, Core & Elective Teachers)*
Administrative Assistant	1
Registrar	1
Instructional Aide/Testing Specialist	*1*

There will also be Health Services and Security Services (Contracted Services or employees) and contracted food services.

STANDARD 13 – BUSINESS AND BUDGETING PLAN

a. Establish an Accounting System

The school will utilize the Arkansas Financial Accounting Handbook as its guide for financial reporting. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. This system will allow the school to track and report on multiple funds, functions, objects, etc. across multiple budget periods to meet their reporting requirements and demonstrate financial accountability. The attached budget has been simplified to accommodate the initial Arkansas Charter School Application. Future budgets prepared for the Arkansas Department of Education (ADE) and our charter board will have significantly more detail as outlined in the accounting handbook.

b. Establish Internal Financial Controls

It is anticipated that primary business functions will be outsourced to New Education for the Workplace, Inc. ("NEWCorp") an educational support services provider. NEWCorp currently functions as a "District Office" for eight of the sixteen existing SIATech Little Rock charter school sites. Numerous control activities have been established to ensure fiscal integrity and financial accountability for the SIATech Little Rock schools. Controls include 1) various levels of approval, authorization and verifications, 2) reconciliations, 3) asset security, 4) performance reviews (budget to actual), 5) adequate segregation of duties, 6) information system controls, and 7) policy and procedure adoption, among others. A general description of the anticipated flow of information for major financial processes is provided below.

i. Budget – During initial budget preparation for the application, input was solicited from all departments in NEWCorp including the founding board, finance, human resources, payroll, risk management, curriculum, information technology & others regarding school needs that must be considered in the budgetary process. The primary objective was to identify all anticipated budget requests and ensure those requests align to the mission of the school. It is anticipated that future budgets will also seek similar input from all stakeholders in the charter school. Staff will develop a budget calendar to ensure all budget adoption requirements are satisfied including publicly noticed meetings as required by ADE. The calendar timelines will ensure timely submission of budgetary documents to the ADE and charter board. The budgetary process usually begins in March/April each year. Modifications are made as more data becomes available (i.e. funding is determined by the legislature, salary adjustments are established, insurance rate adjustments become known, professional development calendars are established, etc). The budgetary process concludes with final budget approval by the Charter School Board at their June meeting and submission to the ADE. Further modifications to the budget will be brought to the board for review during the year as budget amendment requests. Explanations as to why a budget amendment is requested will be presented. The board would then discuss and approve/deny budget amendment requests. Included in the financial statements presented at each board meeting will be budgetary comparisons to actual expenditures with variances noted.

Prudent fiscal management will be a priority for the school. The school intends to build ***a sufficient*** reserves ***to meet unexpected/unbudgeted expenditures resulting from*** ~~of at least 5% of State revenues over the first few years to ensure sufficient resources to weather~~ economic downturns, lower than expected enrollment, ***and other*** cost increases greater than expected, etc. ~~without negatively impacting student programs.~~

ii. Revenue – The primary source of revenues for the school will be payments received directly from the authorizing agency. It is anticipated these payments would be received directly into the school's general operating account through wire transfer. Any miscellaneous receipts would be received through normal receipting process with controls including 1) accounting for cash as it is received using consecutively pre-numbered receipts, 2) ensuring the separation of incompatible duties, 3) safeguarding of receipts prior to deposit, 4) prompt deposits of significant items, 5) reconciliations, and 6) monitoring of the process by administrators.

iii. Purchasing - The school principal will first approve purchase requests by school staff. If the principal approves the request, the purchase requisition will be forwarded to the Chief Financial Officer ("CFO") for budget approval. If funds are not available, the purchase request will be returned to the principal requesting a budget transfer. If funds have been budgeted and are not encumbered, the request will be approved and forwarded to the purchasing office. Purchase orders will be prepared, signed by an administrator and forwarded to the vendor for procurement of the goods. Upon receipt of the goods, the packing slips will be sent to the purchasing department to be matched with the purchase order and will be filed pending the receipt of an invoice from the vendor. When the invoice is received, it will be matched with the corresponding purchase orders and packing slips, reviewed to ensure charges are appropriate and in agreement with supporting documentation, and forwarded for check preparation and subsequent entry into the general ledger system. Checks will be printed by the Accounts Payable ("A/P") department, presented to an administrator with supporting documentation for signature, mailed to the vendor, and copies of all information will then be filed. It is important to note for internal control purposes that the CFO will have responsibility for all entries into the General Ledger, but will not have access to any cash in the organization, and will have no signature authority on disbursements. Procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school. SIATech will be in full compliance with all Arkansas law governing procurement.

iv. Payroll – ***Prior to the beginning of each school year, returning employees will be given an offer of employment for the ensuing school year. Annual salary and other salary related benefits will be presented to the employees at that time.*** ~~Annual contracts will be in place for all salaried employees.~~ ~~Hourly~~ ***Non-exempt*** employees ~~(if applicable)~~ will record work time on timesheets for submittal to the payroll department after approval by the principal. Timesheets for all employees will be maintained at the school site and forwarded to the payroll department twice per month for semi-monthly payrolls. After a preliminary review to ensure that all transactions are accounted for (i.e. overtime, sick leave taken, etc), a payroll transmittal will be submitted to the CFO to process payroll. The resulting checks/vouchers will be returned to the Human Resources ("HR") department for verification that the proper amounts have been paid. HR then mails the checks/vouchers to the sites for distribution. The CFO then releases the direct deposit files to the bank, prepares the payroll tax/withholding deposits, and prepares any necessary reports for regulatory agencies (i.e. quarterly payroll reports, monthly retirement reports, monthly state withholding reports, etc.). Depending upon the capacity of APSCN's, some processes may need revision. Again, procedures will be continually evaluated and revised as necessary to ensure the efficient operation of the school.

v. Fixed Assets – SIATech Little Rock will develop policies to ensure the safeguarding of all assets purchased with public funds. For those items meeting the capitalization threshold, detailed lists will be maintained including all information necessary to accurately identify property items (i.e. description, serial numbers, cost, funding source, etc.). Physical asset inventories will be taken annually, at a minimum, by individuals independent of those with custody of the assets. Discrepancies will then be resolved. Asset disposals will be in accordance with rules and regulations of the ADE.

vi. General Accounting and Reporting - SIATech Little Rock will use the accepted state codification of accounts for Arkansas school accounting through its use of the APSCN system. An annual budget will be adopted by the Board of Directors ("Board"). Financial statements, including budget to actual comparisons, will be prepared for the Board and ADE. The CFO will be responsible for submitting all financial reports to the ADE, State of Arkansas, and other regulatory agencies on prescribed forms.

c. Payroll/Benefit System

SIATech Little Rock schools already have an established payroll system in place for sixteen high school sites operating in other states. Benefits consist of F.I.C.A, teacher/state retirement, unemployment, life insurance, and health benefits including medical, dental, vision, and behavioral modification. Employees will also be able to select additional insurances paid through payroll deductions. Modifications to this established system would be made to incorporate items specific to Arkansas including, but not limited to, 1) development of competitive Arkansas salary schedules, 2) enrollment in the Teachers' Retirement System of Arkansas, 3) compliance with Arkansas laws, rules and regulations as they pertain to payroll taxes and other payroll issues, and 4) modification of our processes to satisfy APSCN requirements.

d. Funding

FTE estimates will be prepared well in advance of the start of the fiscal year. ~~Based upon our targeted student population and our history in other Job Corps schools, enrollment is expected to remain relatively constant at approximately 210 FTE.~~ The budget was conservatively prepared giving no consideration to the possibility of Federal Start-Up Grant funding. Since these grants are competitive, there is no guarantee of this revenue. Therefore, they were not given consideration in our planning budget.

New Education for the Workplace, Inc (NEWCorp), a non-profit 501(c)(3) organization dedicated to promoting charter schools, will provide initial planning funds and in-kind services to open the charter. NEWCorp will also advance the necessary funds in order to purchase equipment to open the school. It is anticipated that SIATech Little Rock would need a cash flow loan of approximately $200-225k to purchase the necessary technology equipment to begin operations. Due to SIATech Little Rock's unique partnership with the Job Cop and the numerous in-kind services provided through the partnership, SIATech Little Rock anticipates these funds could be repaid by the end of the current year operating budget. NEWCorp routinely provides interest-free short term cash flow loans to its charters in its mission to promote charter schools. If, however, the school is successful in securing Federal Start-up grant funding, they would use these funds in the first year (2011-2012) to purchase all capital items allowed under the grant and not seek the loan from NEWCorp for the purchase of technology equipment. The school would use the Start-Up funds for any allowable expense in the budget which would free up general revenues for additional

instructional support and fund balance increases. Future budgets will continue to be reviewed and modified as changing economic conditions become known. Included in the budget in **Attachment E** is a conservative estimate of all public dollars available per student.

e. Data Reporting
The school will establish an internal audit function to ensure the proper reporting of FTE and financial submissions to the ADE. Independent verification of all students will be performed regularly.

f. State and Federal Grants
SIATech Little Rock will comply with the state and federal monitoring requirements for schools receiving state and federal grant funds. The SIATech Little Rock organization has developed internal controls which provide reasonable assurance that the use of state and federal resources is consistent with applicable laws, regulations and award terms. Processes have been established to safeguard resources against waste, loss and misappropriation. Additionally, reporting standards ensure that data is reliable and fairly disclosed in financial reporting documents. In the event Federal funding exceeds $500,000, the Board will ensure that the Single Audit is performed and all federal monitoring requirements of OMB Circular A-133 are satisfied.

g. Transportation, Food Service and Other Funds
SIATech Little Rock will operate an approved Child Nutrition Program and make free or reduced price meals available to eligible children for Breakfast and Lunch. Meals will be available for purchase by all other students and staff. SIATech Little Rock anticipates receiving funding to operate an approved Child Nutrition Program. Additionally, SIATech Little Rock will provide bus passes for public transportation to students identified as eligible for free or reduced meals under the national school lunch program. ~~SIATech Little Rock does not anticipate receiving transportation or food service funding.~~ ***Previously,*** ~~T~~these services ~~are generally~~ ***have been*** provided by our Job Corps partner for the majority of our students. ***Many more community students are anticipated in the future.*** In addition, the school does~~n't~~ anticipate the need for ~~any~~ fundraising activities, ~~nor does it expect to receive any other~~ ***and will seek out grant funding and/or*** major contributions from outside sources. ~~Federal, State and Local revenues have been sufficient to offer quality educational programs to our students in other SIATech Little Rock schools.~~

h. Internal Financial Reporting
Monthly financial reports will be prepared for internal management use. Minimally, quarterly financial reports will be presented at Board meetings. The quarterly financial statements will be prepared in a governmental format and will include:

i. Government-Wide Financial Statements
   1. Statement of Net Assets
   2. Statement of Activities

ii. Fund Financial Statements
   1. Governmental Funds – Balance Sheet
   2. Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Assets
   3. Governmental Funds – Statement of Revenues, Expenditures, and Changes in Fund Balance

4. Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the District-Wide Statement of Activities
5. Various Fund Budgetary Comparison Schedules as appropriate.

i. External Financial Reporting

SIATech Little Rock will provide all budgetary and financial information required by the ADE under the terms of the Charter contract. Information will be provided on the forms or in the format prescribed by the ADE. Information will be submitted electronically to the ADE if this option is available to the charter school through APSCN.

j. Business Office Staffing

It is anticipated that the school's finances will be managed by NEWCorp's CFO, Richard Trainor, CPA, with the assistance of several support staff. Mr. Trainor holds a bachelor's degree in accounting from the University of Florida and a master's degree in accounting from the University of North Florida. Mr. Trainor has a strong financial background and experience in school business management. He is well versed in governmental and non-profit accounting practices. He was formerly employed as Chief Financial Officer (CFO) for the Alachua School District in Gainesville, Florida, with oversight responsibilities in payroll, budget development, and financial management and reporting. He has worked at the Florida State Department of Education in the funding and financial reporting division, as well as the Florida Auditor General's Office where he performed operational, financial and compliance audits of school districts. He has twenty one years of business/financial management experience, with seventeen of those related to school finance. Mr. Trainor was hired by New Education for the Workplace, Inc. beginning school year 2004 as the Chief Financial Officer. Support staff will consist of accounting, payroll, purchasing, accounts payable and clerical staff. ***SIATech will utilize staff from both NEWCorp and Complete Consulting, a local accounting firm, to adopt sound accounting policies, to maintain an adequate and efficient accounting system, to safeguarding assets, to authorizing transactions, to retain supporting documentation for those transactions, and to devise and implement a system of internal controls that will, among other things, help assure the preparation of proper financial statements and to prevent and detect fraud.***

k. Additional Funding

SIATech Little Rock will ***No Longer*** receive various in-kind services from the contractor who operates the Federal Job Corps program site where the school will be located. ~~Services and benefits provided by the Job Corps partners include, but are not limited to, 1) facility space and maintenance, 2) energy services (electricity, water, gas, etc.) 3) food and nutrition services, and 4) limited transportation.~~ SIATech Little Rock does ~~not~~ anticipate the need for ~~any~~ fundraising activities, ~~nor does it expect to receive any~~ ***and will seek*** other major contributions from outside sources ***(e.g. grants)***. ~~There is no charge for facilities by Job Corps (in-kind).~~ ***SIATech Little Rock has secured a $250,000 grant from the Walton Family Foundation to support its relocation. Projected cost to prepare the proposed facility for its intended use is $166,000 which includes $125,000 in building renovations and $41,000 in IT infrastructure. We will utilize the balance of this grant to support students' transportation and community outreach efforts. The school anticipates the need for fundraising activities and will pursue this avenue in the future.***

STANDARD 14 – FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The SIATech Little Rock Board will ensure that adequate funds are budgeted annually for payment of audit services. The school's governing board will form a selection committee in order to select a qualified firm to provide future audits. If the audit is not going to be performed by the Division of Legislative Audit, the committee will ensure the selection of an independent Certified Public Accounting firm eligible to practice in the State of Arkansas. The letter of engagement shall make certain that the annual audit will be completed and ready for submission to the ADE no later than the date established in the charter. The audit will also be presented to the charter board as part of the school's official records.

SIATech Little Rock will continue with the following or similar practices to ensure program quality:

- Accreditation by the National Accreditation agencies (e.g. SACS-CASI, NCA-CASI, WASC) and state accreditation processes
- External evaluation on an intermittent basis (see description below of external evaluation 2006-07)
- The SIATech Quality Review Process as described below

SIATech has worked with Learning Innovations at WestEd[11] since 2006 to improve teaching and learning to better serve our 'At-Promise' population. The school's first collaborative project was an external review of the SIATech instructional program by WestEd staff during 2006-07. SIATech has used that evaluation to drive change and program improvement. Summary language from that report follows. *"This report offers up to SIATech stakeholders a compendium of voices and points of view, gathered over the course of the 2006-07 school year, from teachers, site leaders, board members, students, and central staff with roles in curriculum and professional development. These stakeholders have generously contributed their time and reflection to this evaluation work and should be commended for offering their candid thoughts and insights, as should the senior management for engaging in this work and encouraging such broad input. The amount of data and number of ideas provided in this document can certainly make one's head spin, but the major themes that emerge are clear and informative. During the evaluation period, SIATech, of course, has continued its course of organizational development, based on informal and formal communication and listening and engaging SIATech stakeholders, making organizational changes and beginning new initiatives. Because of this pro-active approach, many issues raised in this report are already being addressed through organizational changes.*

Given all the stakeholder views within this report and all of the improvement work already underway at SIATech, perhaps it is most important to recognize foremost, some overarching findings—first of all, an overwhelmingly high level of commitment from all stakeholders to the work and the students of SIATech, and second, the notably safe educational environment created and nurtured at SIATech—a safe environment for staff to speak their minds and try new ideas, and a safe environment for students to begin to shake free from destructive behaviors and defenses built up perhaps over a lifetime. It offers a safe and encouraging environment for staff,

[11] Learning Innovations at West Ed, http://www.wested.org/cs/we/view/pg/13

advisors, and students to become leaders and contributors to continuous improvement of the organization and its work, always looking toward the "promise" of a better future."

One of the follow-up recommendations from this report was to develop and implement a process, for self-review and internal accountability. Two years ago, the school initiated a SIATech Quality Review process for just this purpose. Each school participates in a self-study and site visit by a trained team of SIATech staff members every 6-7 years. Included in this process is a mid-term follow-up visit. The Quality Review has proved to be invaluable in terms of improvement, not just for the school being visited; but as professional development for the staff members serving as Visiting Team members. A summary of this process can be found below.

The **Quality Review (QR)** is a system for QR visiting teams to visit schools--observing, gathering data, and providing feedback to school personnel (staff/student surveys & interviews, focus groups with students/staff and classroom observations.) Summary observations are provided to staff and students, with a presentation by the Visiting Team at the end of the visit. A detailed written report is provided to the staff a few weeks after the visit. The visit is not evaluative, rather observational, with essential questions for the staff to consider as they move forward. It is a system and process specifically designed by and *for* SIATech Little Rock and its sites.

"The purposes of the Quality Review is to create a process for all SIATech sites that will: *Reflect the needs and voices of site/school stakeholders; Focus on improving educational opportunities and achievement of all students; Build ownership of the process throughout the system; and Increase collaboration and communication about school improvement within and across sites/schools and among central staff.*

And to implement a process so that: *The system gains critical information needed for supporting improvement in each of the participating schools; Each school has a sense of ownership of the process; Each school engages fully in the process, learning from it, and taking appropriate action to improve; Candid sharing of successes and struggles takes place among schools and within the whole system; There is maintenance of pressure to take action and improve without a sense of threat; and School and central staff works together in a positive, constructive way to make needed improvements."*

Thus far, six SIATech school sites have gone through an initial Quality Review and one site has experienced a follow-up visit. Two initial visits and a follow-up visit are scheduled for the 2010-11 school year.

STANDARD 15 - ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCE

SIATech Little Rock will participate in the Arkansas Public School Computer Network (APSCN) for reporting education data, pursuant to the requirements of Arkansas Code Annotated §§ 6-11-105, 6-11-128, Act 723 of the 86th Arkansas General Assembly and/or the State Board of Education Rule. SIATech Little Rock will include sufficient funds in its budget to ensure adequate training of individuals in all aspects of APSCN for data reporting.

STANDARD 16 - FACILITIES

~~The high school facility will be housed within the Little Rock Job Corps (LRJC) Center in the heart of southwest Little Rock on 21 acres. The center address is: 6900 Scott Hamilton Drive, Little Rock, AR 72209. The LRJC Center is a federally-owned facility, subject to federal building codes/guidelines and is designed as an educational/vocational training site with residential living spaces for students. This facility was newly constructed and opened in January 2009. The budget includes funds for the upgrading of classrooms to satisfy the program's technology requirements. Upgrades are primarily to enhance the classroom's electrical systems, cable/network line installation, and server room upgrades. SIATech has a strong relationship with Job Corps Centers throughout the nation and is currently located on fourteen centers in four states. SIATech considers a partnership with the LRJC to be a valuable resource for the proposed charter school.~~

~~SIATech Little Rock will utilize classrooms on center for the high school program. Students enrolled in the school will be considered as high school students only when attending classes, from 8 am to 4 pm and when participating in school sponsored events/field trips off center. Outside of this specific timeframe (i.e. students in the dorms for the evening, weekends, etc.) the students are the responsibility of Job Corps or their parents/guardians (i.e. weekends at home).~~

~~SIATech Little Rock and the Little Rock Job Corps Center will utilize a Memorandum of Understanding (MOU in **Attachment D**) detailing academic classroom and administrative space, facility maintenance, utilities and security that are provided by the Little Rock Job Corps Center to the school at no cost. The school is responsible for dedicated telephone/data lines, and installation costs related thereof. The space to be provided will include administrative offices and classrooms, as well as the use of the activity room, media center, and kitchen and dining facility (cafeteria).~~ Classrooms and office space will comply with all requirements for accessibility in accordance with the Individuals with Disabilities Education Act (IDEA) and Americans with Disability Act (ADA) as well as meet all city, state, and federal fire code, health and safety requirements. Parking ~~and outdoors recreational areas~~ will also be available for the charter school's staff and/or student use through the MOU.

[redacted]

SIATech Little Rock plans to designate the opening of school to coincide with the Little Rock School District opening day of school. There is an ~~extended school year and an~~ extended school day. ***Intersession activities will be planned annually during traditional summer break time to provide extended year learning opportunities.***

~~The Little Rock Job Corps Center was built as an educational and vocational training facility for youth 16 to 24 years of age, in 2009 by the federal government. Students must check into the center at the security entrance. Additionally, Job Corps is in the process of installing a gated car entry and security fencing around the entire property.~~

The proposed site for the SIATech School is located at 6724 I-30 Little Rock 92209. The site is approximately 0.7 miles from the present SIATech School at the Job Corp Center which is located at 6900 Scott Hamilton Ave, Little Rock. During the search for a new site the SIATech established three priorities in selecting a site:

- *Access to the target population (out-of-school youth and high level of poverty)*
- *Availability of bus transportation*
- *Proximity to the Job Corps Center*

The building is a 12,000 square foot free standing building that is located in a area which allows a public school. The building has large classrooms, commercial interior doors, new air conditioning equipment, and a large break room with additional space to accommodate equipment for food service, large restrooms that meet the American Disability Act (ADA) requirements and sufficient space to support a full enrollment of 275 students and administrative services. The site is essentially ready for occupancy following basic aesthetic improvements such as painting, new floor coverings, new and updated drop ceiling with an upgraded lighting system and completed IT infrastructure to support the instructional program.

The site was formerly used as a Day School Program and has been vacant for months. The zoning is in place that permits a public high school to be operated in this facility. On January 22, 2013, the Little Rock Board of Directors unanimously approved a special use permit identified as a PID (Planning Industrial Development) that allows a public school while retaining the uses currently available in the existing 1-2 zoning category. The anticipated cost of the I-30 site is $5.50 per square foot net, after taxes, insurance, and maintenance that is incorporated into the proposed budget as part of this application.

The SIATech staff is negotiating with the owner towards a final negotiated lease. SIATech believes it has an agreement in principal with the owner having already consented to the re-zoning and the basic components of the lease such as rent and maintenance. It is expected the proposed lease will be finalized prior to the March State Board meeting, contingent upon the final approval of this application by the Arkansas State Board of Education.

STANDARD 17 – STUDENT SERVICES

A. Guidance Program

~~The SIATech Little Rock partnership with the Little Rock Job Corps Center provides SIATech Little Rock students with counseling and guidance starting with outreach and admissions, through the student's high school and career technical training, continuing through graduation and transition to jobs and/or higher education. Students are also offered career guidance services for one year after graduation. SIATech is proud that through its Job Corps partnership students have access to five counselors and one counseling manager on a daily basis. Job Corps students have access to counseling services, 24 hours a day, 7 days a week and non-Job Corps SIATech Little Rock students will have access to counseling services, during school hours, as part of the partnership.~~

SIATech Little Rock will provide counseling services aligned with the mandated ratio of staff to students, either through contracted services or part time counselor employment. The SIATech philosophy is that relationships are the foundation of an effective, academic

program. These relationships are built through cultivating a trust and respect through staff that believe in students and their ability to learn. . The SIATech Little Rock principal and staff will work closely with counseling services or a staff counselor to identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.

All SIATech Little Rock students receive guidance regarding their academic needs and an Individual Learning Plan (ILP) is developed for every student with the school principal. The ILP is a living document and student's progress and completion of credits is reflected in the ILP as students move towards graduation. Students also receive counseling and guidance regarding their Career Technical path and training and each student has a***n Individual Learning*** ~~Personal Career Development~~ Plan (~~PCDP~~ ***ILP***) developed to integrate academic and career goals.

D. Health Services

~~All SIATech Little Rock students have access to an on-campus Wellness Center that is open daily for basic medical, dental, and optometrist services which are provided at no cost to Job Corps students. Students can get basic medical care before classes start, during their lunch period, and after school. The Wellness Center also provides 24-hour emergency medical services. Student access to the Job Corps nurse is a part of the partnership arrangements. An additional focus of the Wellness Center is to educate students about employability in the health field and to provide some of the health related knowledge needed to assist them when students enter their respective career fields. Existing community resources will also be accessed to meet the emergency needs of non-Job Corps students enrolled in SIATech Little Rock.~~
SIATech Little Rock shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students. The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Arkansas Department of Education.

E. Media Center

A primary purpose of the high school media center is to teach students to learn to access and use media for educational and resource purposes. Every student has access to a wide variety of multi-media resources. Classrooms are media centers equipped with high-end, Internet-accessible workstations for every student that simulate an office environment rather than a traditional classroom. Scanners, laser printers, and digital cameras support student work on Senior Projects and Graduation Portfolios. The SIATech Little Rock instructional design mandates that classes be small, student-centered, and provide for authentic assessment. The high-tech environment, with a computer workstation for, ***minimally every two students (1:1 in som e classrooms)*** ~~each student,~~ provides a motivating gateway for thinking to SIATech Little Rock's 'At-Promise' population. ~~Students that live on center will have access to a learning resource room with computers that can be accessed during evening time in the dormitories.~~ SIATech Little Rock subscribes to a variety of library websites for student research projects. Some examples of these are:

- SIATech Little Rock's own Google CSE (Custom Search Engine) which searches about 1000 educational websites selected by SIATech Little Rock staff

- NetTrekker – subscription service; search engine of educational websites selected & evaluated by educators
- Learn 360 – subscription collection of educational videos
- BrainPop – subscription of animated, instructional videos on a wide variety of academic topics
- Total Training – subscription service; instructional videos on a wide variety of software applications

Classrooms have content specific books for research purposes, checkout and reading instruction.

D. Transportation

SIATech Little Rock will ~~not~~ provide ***bus passes for public*** transportation ***to students identified as eligible for free or reduced meals under the national school lunch program. SIATech Little Rock will act as the receiving school and district for students who qualify and desire to transfer to SIATech Little Rock per the rules of the Arkansas Opportunity Public School Choice Act. SIATech Little Rock, the receiving district or charter school, may transport students to and from the transferring district or charter school, and the cost of transporting students shall be the responsibility of the transferring district or charter school except as provided under Sections 5.08.1 and 5.08.2 of these rules.***
~~services for students as it is anticipated that a majority of the students will live on center. The budget does allocate monies for student use of local public transportation, as adult age students, not living on center, may elect this option.~~

E. Special Education

SIATech Little Rock has a clear understanding of state and federal requirements regarding the education of exceptional students. Public Law 94-142, the Education for all Handicapped Children Act, guarantees a free public education to disabled persons from 3-21 years of age in the least restrictive environment. When the law was reauthorized and renamed the Individual with Disabilities Education Act (IDEA), traumatic brain injury and autism were included. SIATech Little Rock will offer a free public education to exceptional children. Hiring practices will reflect a clear understanding of PL 101-336, the Americans with Disabilities Act, making it unlawful to discriminate against people with disabilities because of their disability.

The goal of special education at SIATech Little Rock is consistent with the goal of general education for all high school students: to support students in developing the knowledge and skills they require in order to live meaningful, self-fulfilling lives with as much independence as possible in their communities.

In accordance with the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973, SIATech Little Rock will assure that each student with a disability will be educated in the least restrictive environment (LRE), appropriate to the student's needs as determined by the Individual Education Plan (IEP) team. With regard to progression, promotion, and graduation options for students with disabilities, SIATech Little Rock will provide students with the skills necessary to graduate and attain a high school diploma.
SIATech Little Rock will support the education of students with special learning needs within the general education classroom setting as the first choice of placement. Only when the general

education placement does not meet the needs of a student will alternative settings on a part-time or full-time basis be considered.

SIATech Little Rock will provide students with programs implemented in accordance with Arkansas State Board of Education Rule and Regulations for Special Education mandates, Section 300.46 of Title 34 of the Code of Federal Regulations including the federal reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Section 504 of the Rehabilitation Act of 1973. This includes but is not limited to:

1) A Non-Discriminatory Policy regarding identification, location, evaluation, and selection
2) Free and Appropriate Public Education (FAPE)
3) Individual Education Plan (IEP)
4) Least restrictive environment (LRE)
5) Appropriate evaluation
6) Parent and student participation in decision making
7) Procedural due process

SIATech Little Rock will create public awareness of its special education opportunities and will advise parents of the services it can provide to students with disabilities. SIATech Little Rock will also advise parents of the rights of students with disabilities and provide written procedures in the primary language of the home. This will assure that information regarding the rights of students with disabilities is made available in plain language and phraseology that will be understandable to parents, regardless of their ethnic, linguistic, or cultural background.

SIATech Little Rock will strive to be a full-inclusion program. The IEP team will explore every opportunity for placing students with exceptionalities in appropriate inclusive settings to the maximum extent possible. The key to successful inclusion will be collaboration, communication, and prior planning using best research practices.

Procedures for Identification of Students with Special Needs

SIATech Little Rock will disseminate information to its staff regarding the procedures to be utilized for identifying students with special needs as outlined in the Arkansas Special Education Policies and Procedures. For students identified as needing additional academic or behavioral support in order to succeed in the general education environment, SIATech Little Rock will utilize a multi-tiered Response to Intervention (RTI) model for the implementation of research-based instruction and intervention. A student's progress during these interventions will be monitored by the schools' RTI team.

School Support Team

If a student is not making progress and the interventions are being implemented as planned, the students will be referred to the School Support Team (SST). Initially, the SST will be led by the principal. The team will consist of at least one general education teacher, the referring staff member, the principal, parent/guardian, and the Special Education Teacher when appropriate. This team will be critical in leading the entire staff in the development of instructional and behavioral interventions.

The SST will establish interventions to be agreed upon by the teachers and parents in accordance with state and federal regulations. In addition, the SST will support referring staff members with ideas and strategies on how best to support the student in an effort to build in successes for all

students and reduce the number of referrals to special education (goal of IDEA 2004). Implementing this process of interventions will help to identify whether the concern about a student is academic and/or behavioral in nature. All "pre-referral screening" activities will take place in this setting prior to referral for consideration of specific learning disabilities, intellectual disabilities, and/or gifted and talented students. Parents will be kept informed of the planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

Referral

Academic and behavioral interventions that are attempted prior to referral for Special Education services will be attempted for a minimum of three weeks. The SST will then analyze the student's progress and document whether the interventions were successful. If the interventions are making a positive difference, the SST will continue to monitor on a monthly basis. If the measures prove ineffective, another set of interventions will be established and implemented for another three weeks. At this point, a school psychologist will be made available.

The SST will review the progress monitoring data and all other pertinent records in order to determine if the school will need to conduct an evaluation to determine the student's eligibility for specially designed instruction and services as a student with a disability. The referral of a student for an evaluation for possible placement in a Special Education program will be made under the direction of the SST after documenting that the parent has received a written notification of meeting, written information pertaining to their rights regarding the comprehensive evaluation, and following the receipt of written consent of the parent for testing. The written request for the parent's permission to evaluate will be in the primary language of the home.

SIATech Little Rock will provide a copy of the procedural safeguards notice to the parents of a student with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the student, and receipt of a request for due process. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and student's placement pending due process hearings.)

Evaluation and placement

After informed written parental consent has been obtained, SIATech Little Rock will work with the appropriate Special Education personnel to schedule an initial evaluation, which will be conducted by a multidisciplinary team of school district personnel as required by law. A psychological evaluation will be administered to determine whether student needs warrant an IEP and special education and/or related services in accordance with 20 USC Sec. 1400, the IDEA 2004 and/or the Rehabilitation Act of 1973. Other areas may also be assessed, as needed (such as speech or language).

After evaluation, written documentation of the team's determination of eligibility for disability services will include the following:

- A statement about whether the student has a disability
- The basis for making the determination
- The relationship of that behavior to the student's academic functioning

- The educationally relevant medical findings if any
- A statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services
- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

Screening Forms

SIATech Little Rock will use the required screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of disabilities.

Individual Education Plans (IEP)

The written individualized educational plan for each student will include a statement of the student's present levels of educational performance; annual measurable goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in general education programs and the extent to which the student will participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and anticipated duration of services; objective criteria, evaluation procedures, and benchmarks. Transition planning (to help a young person prepare for life after school) will be included on the IEP as well. Due process rights transfer from the parent to the student when the child reaches the age of 18, unless the child has been determined to be incompetent by a court of law.
Status reports shall indicate whether measurable goals for Special Education students are being met at the same rate as those for general education program students. Where students with disabilities are included in the general education classes, it may be necessary to delineate an explanation of the grading criteria and explanation about necessary curriculum modifications on the IEP. Such modifications will include increases or decreases in instructional time; varied instructional strategies and modified test administration procedures as permitted by the test protocol. Accommodations and supports required by students with disabilities will be documented on the IEP.

SIATech Little Rock will ensure that to the maximum extent possible, students with disabilities are educated with students who are non-disabled in the least restrictive environment. Special classes or removal of students with disabilities from the general education environment will occur only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily, and if indicated on the student's IEP. SIATech Little Rock will assure that FAPE is available to all students with disabilities until the end of the school year in which the student turns 22, in accordance with Arkansas Public Schools Special Education Policies and Procedures.
SIATech Little Rock will work with Arkansas Program Development personnel in an effort to provide regular professional development training activities to staff members in the areas of confidentiality, continuum of services, legal ramifications of special education, strategic classroom instruction, how to modify and/or supplement core curriculum, best practices, the uses of assistive technologies, general support/assistance, and other related topics.

504 Plans

SIATech Little Rock will comply with the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA). In accordance with this amendment to the Rehabilitation Act of 1973 which affected the meaning of disability in Section 504, the SIATech Little Rock SST will write a 504 plan for any student who the team identifies as having a physical or mental impairment that substantially limits one or more major life activities. This will include any student who has a record of such impairment, or is regarded as having an impairment. Major life activities as defined in the Rehabilitation Act of 1973 include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The team will meet to determine the eligibility and write a Section 504 plan that will detail and outline the accommodations that SIATech Little Rock teachers will provide to support the student's educational program.

An annual review of the 504 plan will be conducted, and the team may update the plan at any time to reflect changes and recommendations based on observations and evaluations from the general education classroom teacher. As outlined under Section 504, teachers will ensure they are flexible in their teaching techniques and expectations for students with disabilities and make necessary accommodations as specified in the Section 504 accommodation plan.

Commitment to serving the full range of needs of exceptional students

In an effort to meet the full range of needs of exceptional students, SIATech Little Rock will provide a continuum of services within the full-inclusion program model. Therefore, when pull-out services are determined to be needed as outlined in a student's IEP, the team will determine what services, materials, and possible program modifications may be needed, and provide them to the extent determined by each individual IEP. The Special Education teacher will meet with the general education teachers to ensure the success of the student's IEP and will record quarterly updates of the student's progress on the IEP.

SIATech Little Rock students who do not have success with classroom strategies outlined in the IEP or 504 Plan will work directly with the Special Education teacher and/or an instructional assistant in individual and small-group settings. Alternative materials will be utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the solutions are not working, the IEP will be modified making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general education students. No student with a disability will be unlawfully excluded from participation in any program or activity of SIATech Little Rock, nor will any student be subject to discrimination by SIATech Little Rock.

For students with needs beyond the traditional classroom setting and standard curriculum, SIATech Little Rock will provide the following services:

- Academic pullouts for students who require extra services or instructional assistance for tutoring by a certified Special Education teacher as determined as part of the IEP
- Consultation and Collaboration for students who do not require pull-out services but require assistance and extensive monitoring as part of the IEP
- Contracted speech therapy, physical therapy, and occupational therapy as necessary and according to each student's IEP
- Enriched curriculum for gifted students

SIATech Little Rock will also provide accommodations and modifications of the curriculum as necessary to permit access to technology-based learning and related services provided on the student's IEP. These modifications/adaptations will include:

- Adapted curriculum assignments
- Test modifications
- Adapted computer devices or assistive technology, as necessary

SIATech Little Rock will employ one full-time teacher who will meet all licensure and/or certification requirements that apply to the area in which the individual is providing special education. This teacher will provide general education in-class support and services for students with disabilities based on their individual educational plans (IEPs). The teacher will provide any pull-out services as needed. SIATech Little Rock will contract with licensed and certified consultants for speech and language services on an as-needed basis. The school will utilize the school psychologist, vision/hearing screening specialist, and other designated instructional services in accordance with Arkansas state credentials and mandates. Compliance of the Special Education program at SIATech Little Rock will be evaluated on an annual basis through contracted/purchased personnel services. SIATech Little Rock will work in advance with its own assigned Special Education Director to ensure that all regulations are met.

F) Alternative Education

SIATech Little Rock ***will continue*** ~~strives~~ to provide an individualized approach to students, ~~by default and alternative approach made possible by the support of its partner, Job Corps~~ ***through the use of a personalized and individualized instructional approach, a blended learning model and the employment of technology within*** ~~and~~ a small ~~sized~~ high school environment. SIATech Little Rock embodies many of the practices described in the **Exemplary Practices in Alternative Education: Indicators of Quality Programming**[12]. Key areas of alignment appear in all of the multiple areas described in this document; however, several areas stand out as drivers promoting SIATech Little Rock success in serving a targeted student population, school dropouts. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school.

<u>The SIATech Little Rock Professional Development Program Purpose and Need</u>

In order to successfully educate 'At-Promise' students, we have numerous professional growth programs that continue to keep us well-informed and well-prepared to meet the needs of our student population, ~~our partnership with Job Corps~~, and state and federal education trends. The following are current Programs offered to SIATech Little Rock staff, specifically designed to meet the needs of an 'At-Promise' student population.

I. ***New Staff Orientation (NSO)*** New staff attends a three-day training that introduces philosophy, practices, and curriculum. They are also paired with an on-site Mentor/Support Provider for a minimum of eight weeks.

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[12] **Exemplary Practices in Alternative Education: Indicators of Quality Programming,** *Copyright © A 2009 publication of the NAEA,*
http://www.tennessee.gov/education/learningsupport/alted/doc/ExemplaryPracticesinAE.pdf

II. Academic Content Training Staff involved in each academic content area, attend one or two meetings a year within each core subject area: English Language Arts, Mathematics, Social Science and Science.

III. Specialty Training Meetings Specialty meetings are scheduled once or twice a year to address areas such as: Special Education, English Language Learners, Rubric Training, Senior Projects/Creative Technology, and AutoCAD.

Professional Growth Programs

IV. Induction SIATech Little Rock offers a two-year support plan for teachers new to the profession. This program provides professional development, a mentor support system, and a formative assessment system that guides their professional growth. Each instructor participates in an action research/teacher inquiry allowing them to research an issue relevant to their 'At-Promise' student's learning.

V. Site-Based Professional Development Each site develops an annual professional development plan. These site-based plans allow for professional growth opportunities at the staff's location. A variety of courses are offered from the SIATech Little Rock Course Catalog.

VI. Capacity Building Pathways All SIATech Little Rock staff will have the opportunity to achieve in-house certification in Administrative Leadership, Instructional Leadership, Non-Instructional Leadership, VPSS, and Curriculum. These pathways are under development. One of the strategies currently in place is partnering with a Mentor/Support Provider.

VII. Professional Growth Resources SIATech Little Rock offers various avenues for staff members to improve their individual professional performance, including: Resource Library, Web Resources, Conference Resources, Digital Discussion, Coursework and other opportunities. *(Please refer to SIATech Little Rock's Web site under Professional Development for more information.)*

English Language Learners (ELLs) are welcome at all SIATech sites. SIATech Little Rock provides English Language Development and content-based instruction to all ELL students. Staff utilizes sheltered language teaching approaches including scaffolding instruction through the use of visuals, providing students with comprehensible input, developing content language vocabulary, accessing students' background knowledge, and providing opportunities for students to interact with one another in the context of meaningful content.

SIATech Little Rock's effectiveness in serving ELLs will be evaluated based on several criteria:

- Annual English Language Development Assessment (ELDA) gains, including the number of students who improve on ELDA overall proficiency levels with respect to time enrolled in SIATech Little Rock
- The number of ELLs reclassified as Fluent English Proficient (FEP) annually with respect to time enrolled in SIATech Little Rock
- Course grades
- Career Technical training program progress and completion
- End of Course pass rates
- TABE/STAR reading growth
- Teacher evaluations
- Student reflections

DynEd will be used as a supplemental resource for SIATech Little Rock ELL students. The program is intended to help second language students, particularly beginners, gain access to the core curriculum. DynEd is the most frequently-used language learning software in kindergarten through grade 12 settings. The program features research-based multimedia English as a Second Language (ESL) courseware for all ages. DynEd exposes students, from beginning levels to advanced, to everyday English so that they may understand and speak English as well as learn English grammar and pragmatics. SIATech Little Rock staff utilizes DynEd software in combination with mastery-based practice exercises and small-group, direct instruction to prepare students for the SIATech Little Rock English curriculum. The program is intended to help students, particularly beginners, gain access to the core curriculum.

G) Gifted and Talented Program

Due to its unique program design in drop-out recovery, SIATech Little Rock will not offer separate gifted courses. However, SIATech Little Rock will provide services to gifted students via the Consultation Model. These services will be provided by a certified teacher who has Gifted Endorsement or one who is in the process of attaining the Gifted Endorsement. Students enrolled in SIATech Little Rock who are identified as gifted will have an active Education Plan (EP) indicating consultative service. SIATech Little Rock's goal is to provide each student with a learning environment conducive to developing and expanding their individual areas of giftedness. SIATech Little Rock recognizes a gifted student as a student who has superior intellectual development and is capable of high performance. For students identified as gifted, an educational plan (EP) shall be developed. The EP team will make the following considerations when developing the EP:

- The strengths of the student and needs resulting from the student's giftedness.
- The results of recent evaluations, including class work and state or district assessments.
- In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

The EP shall be accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.

Each student identified as being eligible for gifted services is entitled to receive a FAPE. SIATech Little Rock will provide appropriate challenging coursework for all students, along with opportunities to accelerate in order to maximize each student's potential, through a variety of options including but not limited to modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. These services will occur in a general education class. SIATech Little Rock's classroom environment is designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that are used to address the needs of all. Coursework can be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material is presented.

SIATech Little Rock will evaluate its effectiveness in serving its gifted and talented students based on several criteria:

- EP goal progress and attainment
- End-of-Course exam grades

- Module course grades
- Career Technical Training progress
- State required assessment results
- Baseline and growth assessments in reading and mathematics (CAS STAR)
- Baseline and growth assessments in SIATech Little Rock CAS Writing
- Teacher evaluations

STANDARD 18 – FOOD SERVICES

SIATech Little Rock will participate in the Child Nutrition Program and will follow all regulations/rules of the program and will maintain food warming, serving and dining areas. SIATech Little Rock will be legally responsible for the conduct of the food service program and shall supervise the food service operations in such manner as will ensure compliance with the rules and regulations of the Arkansas Child Nutrition Program and the USDA. Students not qualified for the Child Nutrition Program may bring their own meals to school or purchase them at school. Students attending from the Job Corps Center will continue to have their meals provided by the center.

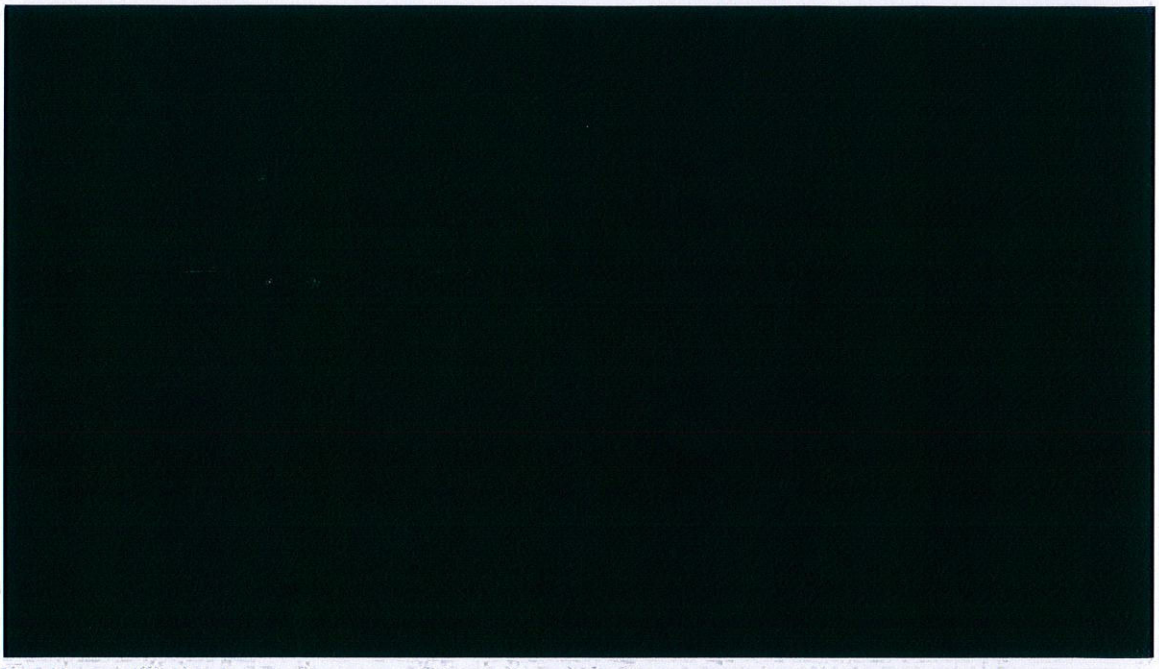
The Little Rock Job Corps Center provides all food service needs at no charge to students who participate in the Job Corps program. Minimally, non-resident students receive breakfast and lunch; ~~students who live on center are provided a full service food program. SIATech Little Rock will allocate monies to assist in defraying the cost of lunch for students. Students in need of any specific services with respect to food services will be provided for and all requirements of IDEA will be attended to. SIATech Little Rock will not participate in the National School Lunch Program due to the anticipated low number of students needing to pay for lunch and cost effectiveness. The Little Rock Job Corps Center has a full kitchen and dining facility in place and will operate a full service food program to its students. School meals are wholesome, nutritious, and appetizing and will meet the Dietary Guidelines for Americans and other federal nutrition requirements. The Job Corps Center's kitchen and dining facilities meet all applicable health regulations. Job Corps complies with all local, state, and federal health, safety and sanitation guidelines and will make the food service area available for inspection by Little Rock School District or other appropriate personnel~~.

STANDARD 19 - PARENT INVOLVEMENT

SIATech Little Rock will reach out to parents/guardians of students, primarily through electronic media, ***telephone contact, and hard copies sent home w/students or delivered by mail,*** and the Job Corps partnership ***Parents who have internet access will also be contacted through email, and they will have access to school and student information on our website.*** ~~Students who commute to school on a daily basis will also receive additional information, both in hard copy & electronic, and notifications. Job Corps serves as in loco parentis for most of its youth 16 and 17 years of age, driving a strong supportive and interactive relationship between SIATech Little Rock and its Job Corp partner~~. It is anticipated that most of the student population will be 18 to 21 years of age. SIATech Little Rock will work with these students ***and, with student permission***, their parents/guardians ~~with permission from the students~~, to learn explicit advocacy and coping skills to make the transition from a protected and caring environment to the real world.

SIATech Little Rock will require students to participate in regular and ongoing goal setting using their initial and updated Individual Learning Plans (ILP) as a base. Parents/Guardians ***of minor***

students will be provided the updated ILPs, minimally quarterly and asked to engage in regular and ongoing conversations with their children about their progress at SIATech Little Rock. Parents/Guardians will be notified and invited to the annual school meeting for discussion on the annual school report, invited to attend Senior Project presentations, ~~participate in a seminar series on High Expectation High Results~~ and asked to consider participation on the SIATech Little Rock Advisory Team, with their student forming an "extended family." ***The school will also set aside two days/evenings for parent-teacher conferences each year. In addition, faculty will be available for conferences by appointment throughout the year.***



Teachers will also be made aware of the influential effects of caring adults as part of the classroom environment training offered by SIATech Little Rock to all its employees. This is particularly important at SIATech Little Rock, as, for many of our students; the caring adult(s) may be someone who is not a direct family member.

SIATech Little Rock staff will provide parent/guardian education seminars, minimally once a year to discuss parent/guardian and family involvement at this stage of the education process:

- High expectations for academic achievement from parents/guardians and the commensurate academic achievement of students
- High standards and beliefs from parents/guardians of their students' schoolwork and achievement in school and the communication of these beliefs usually result in high student perceptions of their ability and achievement
- Interest from parents/guardians coupled with clear and regular expectations for schoolwork outside of school time generally result in higher academic achievement of students
- High educational expectations from family, particularly parents, and friends is a powerful message to youth and promotes increased educational attainment from youth[13]

[13] Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education, 5*, 149-177.

STANDARD 20 – REQUESTS for WAIVERS

A.C.A. § 6-10-106 - Uniform Dates for the Beginning and End of Each School Year
Standards for Accreditation – 10.01.3
SIATech Little Rock will provide a longer school year providing open entry and exit. Job Corps staff conferences may be used in lieu of parent conferences, using meetings throughout the year.

A.C.A. § 6-11-129 - Posting of Information on District Website
Standards for Accreditation – 15.01
SIATech Little Rock has a website that is up and running and is regularly updated.

A.C.A. § 6-13-109 – School Superintendent
SIATech Little Rock is a charter school and will be led by a school principal reporting to the SIATech Little Rock Inc, Board of Directors, additional administrative support will be contracted.

A.C.A. § 6-13-604 – 611, School districts with five or more directors

A.C.A. § 6-13-608 - Length of Directors' Terms

A.C.A. § 6-13-611 - Vacancies generally

A.C.A. § 6-13-616 - Qualifications

A.C.A. § 6-13-620 – Powers & Duties
Board of Director Terms, membership, qualifications, filling of vacancies, will be designated in the SIATech Little Rock, Inc. by-laws. Board will select principal in lieu of superintendent.

A.C.A. § 6-13-616(a) - Qualifications of Directors
This is not-applicable to open-enrollment charter schools, which have no district boundaries.

A.C.A. § 6-15-902 – Grading Scale
SIATech Little Rock may adopt a grading scale more rigorous than provided in this statute.

A.C.A. § 6-15-702 – Parental Involvement
As the majority of students attending SIATech Little Rock will be emancipated adults and residing at the Job Corps center, the parental involvement plan will be designed to meet the unique needs of the school's students and parents.

Standards for Accreditation – 2.04 - School Reporting of Student Performance and 15.04-Professional Development (PD): teacher/administrator parent involvement training
Communication with parents of adult students (18+yrs) will occur only with student permission
Student-parent meetings will be scheduled without grade-level differentiation.
PD addressing partner involvement (Job Corps) or other important adult(s) in the students' life will also meet parent involvement hour requirement.

A.C.A. § 6-15-1004 – Qualified Teachers in Every Classroom
Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock. See **A.C.A § 6-17-401 - et seq.** below.

A.C.A. § 6-16-102 - School Day
There may be a need for school day flexibility to meet partner needs. The school day will be regularly scheduled from 8:00 am to 4:00 pm with an hour for student lunch and breaks.

A.C.A. § 6-16-124 - Arkansas History – Required Social Studies Course

Arkansas history will be integrated into the ConTech© Social Science Curriculum Modules and not delivered through a dedicated course.

A.C.A. § 6-17-111 - Duty Free Lunch Period
SIATech Little Rock will have a few meetings scheduled during lunch times, primarily to address partner needs.

A.C.A. § 6-17-114 - Daily Planning Period
SIATech Little Rock will work with its Job Corp partner to provide teacher planning time but it is not guaranteed to meet the minimum minutes/week. Additionally, SIATech Little Rock utilizes curriculum experts to develop and update curriculum, assessments, and many of the other teacher required materials for each of the academic content areas. This helps to address the lack of a regular daily planning period.

A.C.A § 6-17-203 - Personnel Policy Committees
SIATech Little Rock will not be large enough to meet the statutory composition of this committee.

A.C.A § 6-17-301 - Employment of Certified Personnel
As SIATech Little Rock will only hire "at will" this law would be restrictive. However, the school ensures that constitutional due process will be followed in all employee dismissal events.

A.C.A § 6-17-302 - Public School Principals-Qualifications and Responsibilities
The Board of Directors will expect the principal to have managerial and human resource skills and understand the concept of day to day operation in school system regardless of whether he/she holds a valid supervisory or administrative certificate.

A.C.A § 6-17-309 - Certification – Waiver
Highly qualified but not necessarily certified teachers will be allowed to teach at SIATech Little Rock Little Rock.

A.C.A § 6-17-401 - et seq. Teachers License Requirement
Standards for Accreditation – 15.03.1-15.03.3 – Licensure and Renewal
SIATech Little Rock will only hire highly qualified but not necessarily certified in the specific content area assigned for all or part of the day. SIATech Little Rock strives for 100% certification and HQT compliance.

A.C.A § 6-17-418 - Teacher Certification - Arkansas History Requirement
Please see waiver request 6-17-401

A.C.A. § 6-17-902 - Definition of a Teacher
SIATech Little Rock may need to utilize contracted personnel services for specialized topics for short periods of time making full compliance with this statute restrictive.

A.C.A. § 6-17-908 - Teachers' Salary Fund
Insurance decisions are based on committee consensus from affordable selections commensurate with local school district options (4)(B).

A.C.A § 6-17-919 - Warrants Void Without Valid Certificate and Contract
As SIATech Little Rock will not necessarily employ only certified teachers, it would need a waiver from this restriction. A valid offer of employment will be on file with SIATech Little Rock's Personnel Support Services and a copy will be given to the employee.

A.C.A. §6-17-1501 - et seq. Teacher Fair Dismissal Act of 1983
SIATech Little Rock will ensure that all due process procedures will be followed for all employee dismissals.

A.C.A § 6-17-1701 et seq. - Public School Employee Fair Hearing Act
The school charter may be revoked for non-performance, the same right needs to be provided for the timely dismissal of employees who are not providing for the academic progress of students.

A.C.A. § 6-17-2302 - (Act of 1591 of 2007, regarding Business Managers)
ADE Rules Governing "Highly Qualified Teachers"; ADE Rules Governing Parental Notification of an Assignment of a Non-Certified Teacher to Teach a Class for More than Thirty (30) consecutive Days and for Granting Waivers
Standards for Accreditation – X. Personnel
The School reserves the option of hiring highly qualified teachers, administrators, and support staff regardless of license status, as provided by regulatory guidance for charter schools.

A.C.A. 6-17-2403 - Minimum Teacher Compensation Schedule
ADE Rules – Certified Salary Schedule
Act 847 of 2007 Concerning Public School Certified/Classified Employee Alt. Pay Programs
The school will provide compensation that is competitive with local public school districts. The school reserves the right to determine specific salary schedules. An employee who seeks employment with the school is assumed to have given understood approval for participation in the school's performance pay compensation plan.

A.C.A. 6-18-213 - Attendance records and reports generally. (f)(1 & 2)
SIATech Little Rock operates on an open entry/exit, year round system. Students will enroll/exit any day of the school year. Ten+ days of absence may occur for some residential students visiting home.

A.C.A. 6-18-508 - Alternative Learning Environment
A charter school is a school of choice and provides a learning environment that is appropriate and serves the interest of a specific target student population.

A.C.A. 6-25-101 et seq. - Public School Library Media and Technology Act
Media will be available through on-line research links, encyclopedias, and a variety of internet resources in addition to local public libraries. No media specialist will be employed. Instructional staff in each classroom will serve to teach students to access services outside of school, using technology and as teachers of information and technology skills.
Standards for Accreditation – 16.02 Support Services/Media
The intent/purpose of this act may be met through agreements with public libraries and museums throughout the community and digital library/information access.

A.C.A. 6-42-101 et seq. – Gifted and Talented Children
ADE Rules Regarding Gifted and Talented Program
Standards for Accreditation – 18 - Gifted and Talented Education
The school will provide integrated services within its extended school year to meet the needs of students and not have a Gifted and Talented Program Advisory Council.

ADE: Rules Gov. AR Mandatory Attendance Requirement for Students in Grades 9-12
ADE: Final AR Rules and Regulations (5.0 Educational Standards) Governing Four-Day School Weeks

Standards for Accreditation – 14.03 – Graduation Requirements
Request to waive completion of a specific amount of time to receive units of curriculum credit required for graduation "A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours." SIATech Little Rock will utilize a competency based model which will award credits based on student demonstration of required knowledge and understandings as opposed to seat time in classes.

ADE: Rules Governing Nutrition and Physical Activity Standards
The school size prohibits the implementation of an Advisory Committee.

Standards for Accreditation – 16.01.3 - Support Services/Guidance and Counseling
Counseling services will be provided by the Job Corps partners (5 counselors [1:60 ratio] and 1 Counseling Manager). Job Corps counselors may or may not be certified.

Standards for Accreditation – 16.03.3 – Health and Safety Services
~~The s~~School health ~~services will~~ ***may*** be provided by Job Corps ***for students also attending Job Corps***, ~~with~~ ***and*** current health appraisal records maintained for all students in accordance ***with Arkansas public school*** guidelines. ~~developed by the Department of Labor and Job Corps Program Requirement Handbook~~. ***Health and safety services will be available for all SIATech students in compliance with Arkansas public school requirements.***

STANDARD 21 – DESEGREGATION ASSURANCES
SIATech Little Rock has carefully reviewed the potential impact of this application upon the efforts of the Little Rock, North Little Rock and Pulaski County Special School Districts to create and maintain a unitary system of desegregated schools, and finds as follows:
The goal of SIATech Little Rock is not one of interference or direct competition with the existing, traditional Public School districts in Pulaski County. Through SIATech Little Rock's affiliation with the Little Rock Job Corps (LRJC) center and the common goals shared between SIATech Little Rock and the LRJC, there should be no impact to the school districts within central Arkansas. A unique aspect of this charter school proposal is that it does not directly compete with existing school districts, while having a proven track record of success with students across the United States. The students targeted for enrollment in the SIATech Little Rock Charter School are students who are not currently enrolled in any school. SIATech Little Rock and the LRJC center will be reaching out to students classified as socio-economically disadvantaged AND currently not enrolled in any school. This unique program can be viewed as a specialty program for disadvantaged, dropout youth. Thus, the impact on any desegregation orders or any other federal order regarding the racial make-up of schools in the Central Arkansas area will be non-existent.

ATTACHMENTS

Attachment 1.	Interim Virtual and In-Person Instructional Plan
Attachment 2.	a. I-30 Location Schematic b. DRAFT Facility Use Plan c. Public Transportation / Proximity to site d. Bus Route e. Location of Public Bus Stop
Attachment 3.	SIATech Little Rock 3 Year Budget Projection
Attachment 4.	a. SIATech DRAFT Daily Schedule b. SIATech Child Nutrition Program c. Draft School Calendar 2013-14
Attachment 5.	Letter of Support: Adams & Associates, LRJC Center Director

Attachment 1. Interim Virtual and In-Person Instructional Plan

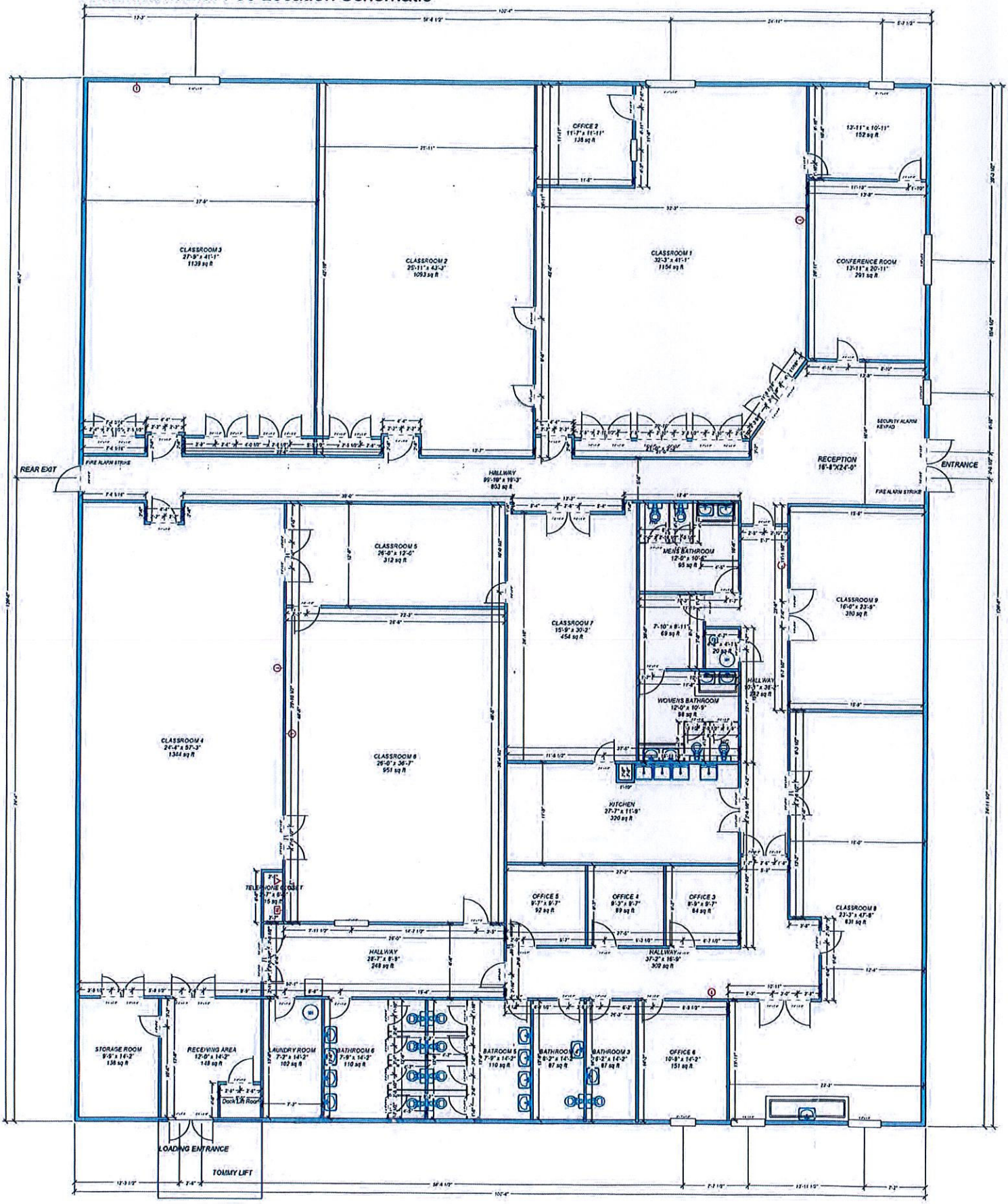
Meeting needs of the community student currently not allowed on center

Virtual Instruction:
Certified teachers are providing online office hours and tutoring to the indicated community student on a regular basis. Little Rock teachers are leading many of these sessions providing synchronous, virtual instructional support to the student and providing additional in-person content instruction at the local public library (Dee Brown Library, 6325 Baseline Road, Little Rock, AR). Online collaboration software (Blackboard Collaborate) enables two-way audio, video, interactive whiteboard, and other instructional tools. Teachers support the student's progress in core content and elective areas, virtually and in-person.

Virtual Instruction
The SIATech Virtual Learning Specialist continues to provide concurrent training and support to SIATech Little Rock site staff, building each individual's capacity for Virtual Instruction at that site. Training includes instructional methodology, technical knowledge, and online troubleshooting.

In-Person Instruction
SIATech Little Rock staff is meeting with the student at designated times during the week at a public library for personal instruction.

Attachment 2.a. I-30 Location Schematic



6724 I-30 FRONTAGE RD
LITTLE ROCK ARKANSAS

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Levine Trust

Lessee (Tenant): Arkansas Siatech, Inc.

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility: Currently Vacant

Altacare School Facility

Premises: 6724 I-30 Little Rock, AR
address

Square Footage: Twelve Thousand (12,000) Square Feet

Terms of Lease: Five Years (5) with 2- Five Year renewal options

Rental Amount: Beginning rent $ 66,000.00 annually based on Five Dollars and Fifty Cents per square foot per year with 3% annual adjustments therefafter

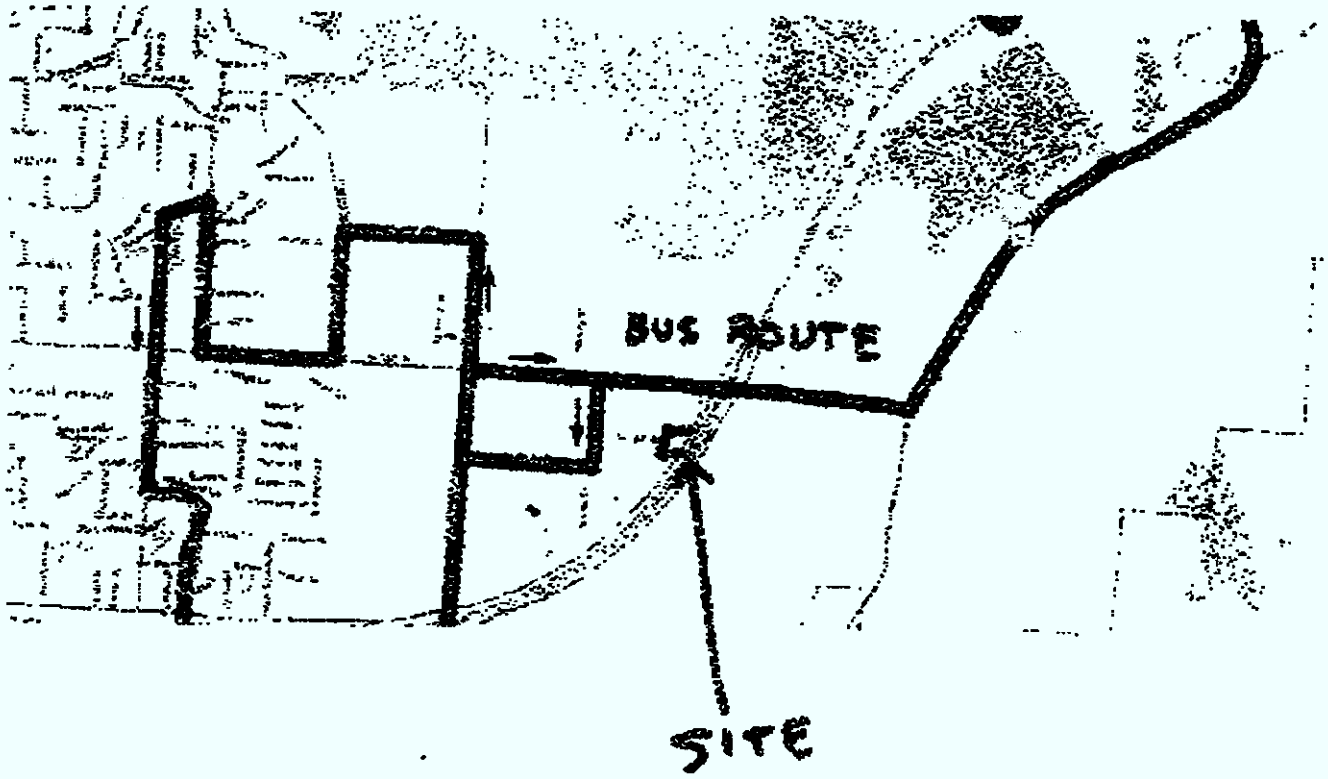
Contingency: The terms of this agreement are contingent upon

Arkansas Siatech, Inc. (sponsoring entity)
Receiving a charter to operate an open-enrollment public charter school from the State Board of Education by August of 2013.

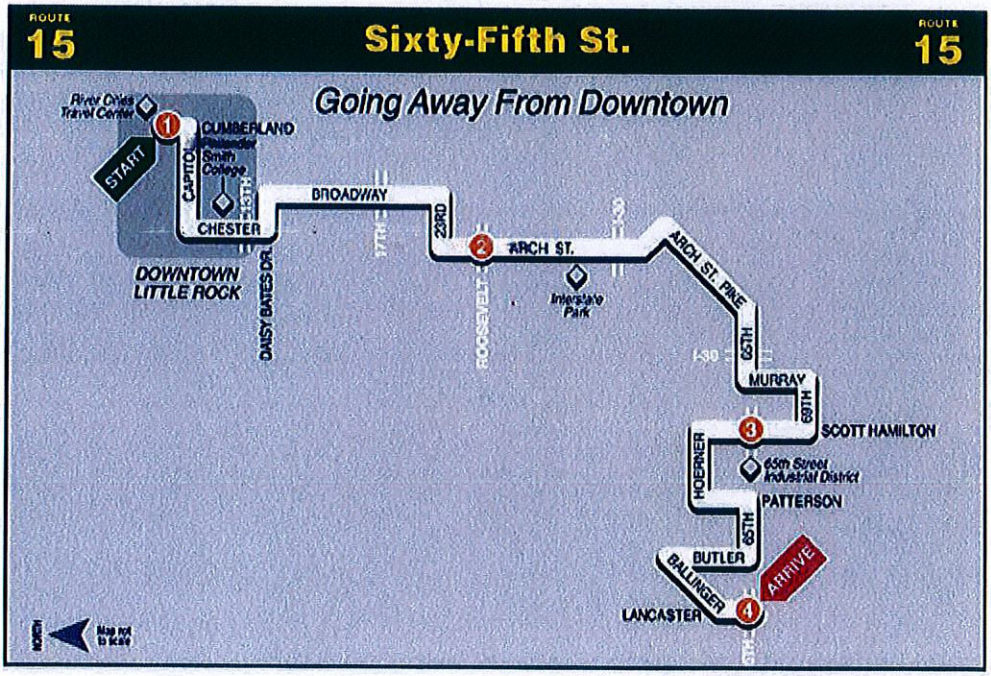
Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit or taxing power of the state or its political subdivisions.

Lessee:	Lessor:
Arkansas Siatech, Inc.	Levine Trust
By _____	By _____
Date _____	Date _____

Attachment 2.c. Public Transportation: Proximity to Site: #1 I-30



Attachment 2.d.



Attachment 2. e. Location of bus stop – 697 feet from school site I-30

Attachment 3

	2014 Projected	2015 Projected	2016 Projected
Actual Enrollment	200	275	275
Prior Year Enrollment	125	200	275
Growth	60%	38%	0%
Poverty Level	85%	85%	85%
REVENUE			
Local revenue			
Meal sales	12,015	16,521	16,521
Total Local revenue	12,015	16,521	16,521
State assistance			
Charter foundation	783,375	1,253,400	1,723,425
Student Growth	470,025	470,025	-
Professional development	5,424	8,678	11,932
National School Lunch (NSLA)	-	175,610	241,464
Total State assistance	1,258,824	1,907,713	1,976,821
Federal assistance			
Lunch Reimbursements	69,235	95,198	95,198
Breakfast Reimbursements	37,522	51,593	51,593
Title VI-B	21,150	33,840	46,530
Medicare Reimbursements	500	500	500
ARMAC	500	500	500
Total Federal assistance	128,907	181,631	194,321
TOTAL REVENUE	**1,399,746**	**2,105,865**	**2,187,663**
EXPENDITURES			
Payroll - certified			
Classroom teachers	266,818	311,288	311,288
Special ed teacher	44,470	44,470	44,470
Extended Program	11,200	11,200	11,200
School counselor	23,000	23,000	23,000
Principal	76,550	78,802	78,802
Total Payroll - certified	422,038	468,759	468,759
Payroll - classified			
APSCN specialist/registrar	44,590	45,645	46,726
ITA/Instructional staff	29,685	59,370	59,370
Administrative assistant	29,277	30,156	31,060
Food service	12,000	12,000	12,000
Total Payroll - classified	115,552	147,170	149,156
Total payroll	537,590	615,930	617,915
Benefits (34% of salary)	182,781	209,416	210,091

Attachment 3

	2014 Projected	2015 Projected	2016 Projected
Total payroll & benefits	720,371	825,346	828,007
Professional & Technical Services			
Central adminstration	33,842	46,532	46,532
Board expense	1,000	1,000	1,000
Substitute teachers	21,750	29,000	29,000
Curriculum development	33,842	46,532	46,532
Curriculum/network services	252,000	495,000	495,000
Special ed supervisor	13,000	13,000	13,000
Related services - speech/OT/PT	31,710	42,116	42,116
Student assessments	4,000	5,500	5,500
Nurse & health services	14,592	20,064	20,064
Security - school resource officer	40,000	40,000	40,000
Professional development	5,424	8,678	11,932
Audit & Tax services	1,000	1,000	1,000
Accounting services	33,842	46,532	46,532
Legal services	3,000	3,000	3,000
Total Professional & Technical Services	489,001	797,956	801,210
Purchased Property Services			
Utilities services	14,400	14,400	14,400
Waste disposal	4,800	4,800	4,800
Custodial services	25,000	25,000	25,000
Lawn care	2,500	2,500	2,500
Repair & maintenance	9,000	9,000	9,000
Building lease	60,000	60,000	60,000
Copier lease	7,580	9,580	9,580
Total Purchased Property Services	123,280	125,280	125,280
Other Purchased Services			
Student transportation	36,432	50,094	50,094
Property insurance	6,000	6,000	6,000
Liability insurance	7,400	7,400	7,400
Student accident insurance	7,552	10,384	10,384
Telecommunications	7,200	7,200	7,200
Postage	2,500	2,500	2,500
Internet service	9,600	9,600	9,600
Food service - catered meals	110,737	152,264	152,264
Travel	12,000	12,000	12,000
Total Other Purchased Services	199,421	257,442	257,442
Materials and Supplies			
Classroom supplies	15,000	20,625	20,625
Nurse supplies	3,000	4,125	4,125
Office supplies	7,000	9,625	9,625

Attachment 3

	2014 Projected	2015 Projected	2016 Projected
Building/custodial supplies	10,000	13,750	13,750
Total Materials and Supplies	35,000	48,125	48,125
Other Expenditures			
Dues and fees	4,500	4,500	4,500
Miscellaneous expenditures	500	500	500
Total Other Expenditures	5,000	5,000	5,000
TOTAL EXPENDITURE	**1,572,074**	**2,059,148**	**2,065,063**
NET CHANGE IN FUND BALANCE	**(172,328)**	**46,717**	**122,600**
FUND BALANCE - JULY 1	**180,731**	**8,404**	**55,121**
FUND BALANCE - JUNE 30	**8,404**	**55,121**	**177,720**

Attachment 4.a.

Proposed Bell Schedule - 3-minute passing		
Period	**Time**	**Minutes**
1st period	8:05 - 8:50	45
2nd period	8:53 - 9:40	47
3rd period	9:43 - 10:30	47
4th period	10:33 - 11:15	42
5th period (A)	11:18 - 11:58	40
1st lunch (B)	11:18 - 11:58	40
5th period (B)	12:00 - 12:40	40
2nd lunch (A)	12:00 - 12:40	40
6th period	12:43 - 1:30	47
7th period	1:33 - 2:20	47
8th period	2:23 - 3:08	45
Dismissal	3:08	360 instructional minutes

The advantages of the three-minute passing period:

1. Students can use the restroom during independent work periods or when necessary.
2. Studies have shown that people will pay close attention to their time management when an odd time is specified for an appointment or meeting. For example, students will start 4th period at 10:33am.
3. Students that are assigned to "5th (A) period" would take their lunch break during "2nd Lunch (A)". Students that are assigned to "5th (B) period" would take their lunch break during "1st Lunch (B)".
4. Teachers would have a common time for prep and intermittent faculty meetings/trainings from 3:15-4:00.

Attachment 4.b. SIATech Child Nutrition Program

SIATech expects approximately 80% percent of our students will be eligible for free or reduced lunch. We plan to operate an approved child nutrition program for our students. Our goals for our meal service program are as follows:

- Recognize and respond to student needs in terms of supporting regular healthy meals which provide important daily nutrients
- Serve meals responsive to student tastes
- Meet/exceed the meal pattern and nutrition standards of the Healthy Hunger-Free Kids Act of 2010
- Ensure all food is safe through adherence to health department and food handling regulations

To date, we have met informally with three other charter schools in the Little Rock area to discuss food service options. One school used a local caterer, another school contracted with Preferred Meal Systems, and the third school prepared all meals in house. At this time, we believe it would be best to contract with a reputable vendor for our first year as opposed to the option of preparing meals in house or using a local caterer.

In November, 2012, we met with a representative from Preferred Meal Systems to gain a detailed understanding of their program. Preferred Meals will supply frozen meals, either in pre-packaged individual portions or in cafeteria-style portions. As part of their contract, they also provide all necessary freezers, refrigerators, and microwaves. We would be required to provide a three-basin sink, hand washing station, a prep table, and serving table(s). A company representative will assist us with equipment layout. Preferred Meals will make bi-weekly deliveries of the frozen components of each meal and contract with local vendors for weekly deliveries of bread and fresh fruit and vegetables. Delivery personnel will unload and store all food. We will need to provide labor to prepare, serve, and clean up meals which we anticipate to be one person for four - five hours/day. At this time we are considering this as our preferred option.

During the upcoming year, we will evaluate the responsiveness of the selected vendor to our goals listed above and determine whether we wish to consider in-house food preparation.

SIATech Little Rock Charter High School Academic Calendar
2013-2014

2013-2014	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	ST Day	WV SV H	WD PC	SD	TCD
AUGUST				1	2	3	4	5 NSR	6 NSR	7 NSR	8 NSR	9 NSR	10	11	12 NSR WD	13 NSR WD	14 NSR SD	15 NSR SD	16 NSR SD	17	18	19 *	20	21	22	23	24	25	26	27	28	29	30	31							10	0	2	3	15
SEPTEMBER							1	2 H	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				20	1	0	0	20
OCTOBER		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 WD	19	20	21 PC	22	23	24	25	26	27	28	29	30	31							21	0	2	0	23
NOVERMBER					1	2	3	4	5	6	7 SD	8 SD	9	10	11	12	13	14	15	16	17	18	19	20 H	21 H	22 H	23	24	25	26	27	28	29	30						16	3	0	2	18
DECEMBER							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23 WV	24 WV	25 H	26 WV	27 WV	28	29	30 WV	31 WV			15	7	0	0	15
JANUARY			1 H	2 WV	3 WV	4	5	6 SD	7 SD	8	9	10	11	12	13	14	15	16	17	18	19	20 H	21	22	23	24	25	26	27	28	29	30	31							17	4	0	2	19
FEBRUARY						1	2	3	4	5	6	7	8	9	10	11	12	13	14 WD	15	16	17 PC	18	19	20	21	22	23	24	25	26	27	28							18	0	2	0	20
MARCH						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 SV	18 SV	19 SV	20 SV	21 SV	22	23	24	25	26	27	28 SD	29	30	31				15	5	0	1	16
APRIL		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23																22	0	0	0	22
MAY				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26 H	27	28	29	30	31						21	1	0	0	21
JUNE							1	2	3	4 #	5 SD IW	6 SD IW	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				3	0	0	2	5
JULY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								0	0	0	0	0
																																						Total:	178	21	6	10	194

Legend

- * - First day of school
- WV - Winter Vacation
- SV - Spring Vacation
- H - Holiday
- SD - Staff Development
- NSR - New Student Registration
- WD - Non-Student Workday
- PC - Parent Conference
- ST - Student Days
- TCD - Total Contract Days
- IW - Inclement Weather Make-up Day
- # - Last Day of School

Little Rock Job Corps Center

Adams Associates. Inc

January 29, 2013

Kris Mallory
SIATech Charter High School
2611 Temple Heights Drive, Ste. A
Oceanside, CA 92056

RE: Relocation of Little Rock Site

Dear Kris,

As you have discussed, we know that you my have to move the location of the Charter School. Please know we value your partnership and we will work to continue to supply students that need a high school program. If the school has to be relocated, we have every intention of continuing our partnership.

Please let me know if you need any further information.

Sincerely,

Patty Wooten
Center Director

6900 Scott Hamilton Dr
Little Rock, AR 72209
(501) 618-2500 Fax: (501) 618-2590

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

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1.0 Regulatory Authority and Purpose

1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.

1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-401 *et seq.*, and 25-15-201 *et seq*.

1.03 The purposes of these Rules are to:

1.03.1 Establish requirements and procedures for the issuance, licensure, relicensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;

1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;

1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;

1.03.4 Implement as a prerequisite to licensure the requirement of college coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418; and

1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418.

1.04 These Rules provide three pathways to educator licensure:

1.04.1 Completion of a bachelor's or higher degree from an accredited teacher preparation program at an accredited college or university;

1.04.2 Completion of an accredited speech-language pathology or school psychology program; and

1.04.3 Licensure by reciprocity.

1.05 In addition to the pathways contained in these Rules, the Department's Rules Governing the Non-Traditional Licensure Program provide other pathways to licensure for individuals holding a bachelor's degree or higher from an accredited college or university, including without limitation:

1.05.1 Completion of the Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program;

1.05.2 Professional Teaching Permits and Provisional Professional Teaching Licenses for experienced professionals to teach in their areas of expertise;

1.05.3 Acceptance into the Teach for America program; and

1.05.4 Completion of a master's degree in teaching from an accredited teacher preparation program at an accredited college or university.

1.06 In addition to the pathways contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:

1.06.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or

1.06.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

2.0 Definitions

For the purposes of these Rules:

2.01 "Accredited College or University" means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

2.01.1 In addition to any approvals required under these Rules, institutions of higher education may be subject to other applicable laws or regulations, including without limitation Ark. Code Ann. § 6-61-301 *et seq.* and the Policies, Rules, and Regulations of the Arkansas Higher Education Coordinating Board.

2.02 "Accredited Speech-Language Pathology or School Psychology Program" means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:

2.02.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

2.02.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or

2.02.3 Approved by the National Association of School Psychologists; or

2.02.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

2.03 "Accredited Teacher Preparation Program" means a teacher preparation program that is:

2.03.1 Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or

2.03.2 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or

2.03.3 Approved by the licensing authority of a state government.

2.04 "Additional Licensure Plan (ALP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.

2.05 "Administrator License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:

2.05.1 Curriculum/Program Administrator – A school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:

2.05.1.1 Special Education;
2.05.1.2 Gifted and Talented Education;
2.05.1.3 Career and Technical Education;
2.05.1.4 Content Area Specialist, in a licensure content area;
2.05.1.5 Curriculum Specialist; or
2.05.1.6 Adult Education;

2.05.2 Building-Level Administrator – A Principal, Assistant Principal, or Vice Principal in an Arkansas public school or in the Arkansas Correctional Schools;

2.05.3 District-Level Administrator – A superintendent, assistant/associate superintendent, or deputy superintendent.

2.06 "Administrator Licensure Completion Plan (ALCP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.

2.07 "Ancillary License" means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

2.08 "Beginning Administrator" means an individual who:

2.08.1 Holds an Administrator License and has less than one (1) year of public administrative experience, not including student internship; or

2.08.2 Is employed as an administrator under an ALCP and waiver by a public school district, open-enrollment public charter school, or other organization.

2.09 "Department" means the Arkansas Department of Education.

2.10 "Endorsement" means a teaching or administrative licensure area which may be added only to an existing Standard License and may not be issued as a first-time license.

2.11 "Exception Area Endorsement" means an endorsement which may be added to a Standard License only by:

2.11.1 The completion of a program of study; or

2.11.2 Reciprocity recognition of a license endorsement from another state or country.

2.12 "Good Standing" means, for the purpose of reciprocity, that:

2.12.1 There are no ethics or similar proceedings pending against a licensee;

2.12.2 The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any; and

2.12.3 The license is current in the licensing state or country.

2.13 "Highly-Qualified Teacher" means a teacher who is highly qualified as defined by the Department's Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.

2.14 "Internship" means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.

2.14.1 Internships must take place in a K-12 public or private school, the Arkansas Correctional Schools, or in another setting as approved by the Department.

2.14.2 A separate internship is required for each administrative area and level sought.

2.15 "Level of Licensure" means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.

2.16 "Licensure Content Area" means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.

2.17 "Novice Teacher" means a licensed teacher employed under an employment contract with a public school or district who:

2.17.1 Has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching; and

2.17.2 Has been assigned lead responsibility for a student's learning in a subject/course with aligned performance measures.

2.18 "Out-of-Area Position" means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.

2.19 "Program of Study" means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement, licensure content area, or level of licensure, and is:

2.19.1 Provided by one (1) or more accredited colleges or universities;

2.19.2 Aligned with Arkansas licensure standards; and

2.19.3 Approved by the Department.

2.20 "Provisional License" means a temporary one-year license, issued by the State Board, which allows the license holder to teach or work in Arkansas public schools. For the purpose of these Rules, "Provisional License" does not include a provisional license issued pursuant to the Department's Rules Governing the Non-Traditional Licensure Program.

2.21 "Reciprocity" means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.

2.22 "School Psychology Specialist" means an individual holding an Ancillary License in School Psychology. A School Psychology Specialist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 4.02 of these Rules.

2.23 "Speech Language Pathologist" means an individual holding an Ancillary License in Speech Pathology. A Speech Language Pathologist may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules, but is not eligible to add any other licensure content area, endorsement, or level of licensure except by completing a teacher preparation program as required by Section 4.02 of these Rules.

2.24 "Standard License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to teach in Arkansas public schools.

2.24.1 "Standard License" includes an Advanced License issued pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007).

2.25 "Standard License Equivalent" means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state's public schools and is in good standing with the licensing state.

2.26 "State Board" means the Arkansas State Board of Education.

2.27 "Successful Completion" means, solely in relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license:

2.27.1 Maintaining a minimum grade-point average (GPA) of 2.50 for undergraduate-level coursework; and

2.27.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework.

2.28 "Waiver" means an approval granted by the Department allowing a public school district or open-enrollment public charter school to employ:

2.28.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or

2.28.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) consecutive days during one (1) semester.

3.0 Instructional License Requirements

Standard License – Traditional (Expired or No Previous License)

3.01 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

3.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.01.4 An official transcript from an accredited college or university documenting an awarded bachelor's degree or higher;

3.01.5 Documentation of successful completion of an accredited teacher preparation program;

3.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;

3.01.5.2 An awarded education degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is

recognized for licensure in the state where the institution maintains its principal place of business;

3.01.5.3 An applicant who has never been licensed and whose most recent education degree or teacher preparation program was completed more than ten (10) years before the date of application shall be required to complete a program of study as determined by an accredited teacher preparation program;

3.01.6 For an applicant seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and

3.01.7 For an applicant holding an expired license from another state or country, a copy of the expired license.

Standard License - Reciprocity

3.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from and in good standing with another state or country:

3.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

3.02.3 A copy of the out-of-state or out-of-country license(s) held by the applicant;

3.02.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.02.4.1 This requirement shall be waived upon the receipt of all test scores required for licensing in a licensing state;

3.02.4.2 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media

specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;

3.02.5 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;

3.02.6 Documentation of one (1) of the following:

3.02.6.1 Successful completion of a program of teacher education at an accredited college or university, but only if the applicant possesses a Standard License Equivalent;

3.02.6.2 Successful completion of an accredited teacher preparation program; or

3.02.6.3 Current certification from the National Board of Professional Teaching Standards; and

3.02.7 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

3.02.8 An applicant holding an expired license from another state or country may seek licensure by complying with the requirements of Section 3.01 of these Rules.

Provisional License

3.03 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

3.03.1 Submits a completed application for Provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.03.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and

3.03.3 Meets all of the requirements of Sections 3.01 or 3.02 of these Rules except for:

3.03.3.1 Successful completion of Arkansas History coursework required by 3.01.6 or 3.02.7; or

3.03.3.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 3.01.3 or 3.02.4.

4.0 Ancillary License Requirements

4.01 The Office of Educator Licensure shall issue an Ancillary License in Speech Language Pathology or School Psychology upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

4.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

4.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology or School Psychology as mandated by the State Board; and

4.01.4 Documentation of one (1) of the following:

4.01.4.1 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:

4.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program; or

4.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association; or

4.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, Counseling, or Psychology, and successful completion of a graduate-level, accredited School Psychology program.

4.02 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an Ancillary License only upon receipt of the following from an applicant:

4.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4.02.2 An official transcript documenting the successful completion of:

4.02.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;

4.02.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program; or

4.02.2.3 Any other pathway to licensure permitted by the Department's Rules Governing the Non-Traditional Licensure Program;

4.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board; and

4.02.4 Documentation of the licensed experience, if any, required by these Rules for the licensure content area, endorsement, or level of licensure sought.

4.03 Notwithstanding the requirements of Section 4.02, an individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.

5.0 Endorsements, Areas and Levels of Licensure

5.01 Except as otherwise provided herein, a Standard License shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.

5.01.1 Content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

5.01.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the

Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

5.01.1.2 An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

5.01.1.3 If none of the content areas or endorsements listed on an out-of-state license parallel an Arkansas licensure content area, the Office of Educator Licensure shall issue a license reflecting the same content area or endorsement reflected on the out-of-state license, with a notation that the identified content area or endorsement is by reciprocity and does not conform to an Arkansas-approved licensure content area or endorsement.

5.01.2 Content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 8.04 of these Rules. An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure area, endorsement, or level.

5.01.3 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement or level is current.

5.01.4 Only the content areas, levels, or endorsements specifically listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

Addition of Areas and Endorsements

5.02 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:

5.02.1 A completed application for addition of area, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5.02.2 If required by Appendix A or by Section 5.03 below, an official transcript from an accredited college or university documenting completion of a Department-approved program of study;

5.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or specialty-area assessment as mandated by the State Board, or as mandated by the state where the program of study was completed if that state requires an assessment; and

5.02.4 For applicants seeking addition of Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

5.02.5 All teacher education coursework must be completed at an accredited teacher preparation program.

5.03 No licensure content area or level of licensure may be added to a license by testing out if the area or level is more than one level above or below that of the initial license held by the licensee. Specifically, a Department-approved program of study at an accredited college or university is a required pre-requisite for:

5.03.1 Adding any exception area endorsement to any license;

5.03.2 Adding any K-6 licensure content area to a license with an initial licensure level of 7-12, K-12, or P-12;

5.03.3 Adding any 4-8 licensure content area to a license with an initial licensure level of B-K, K-12, or P-12;

5.03.4 Adding any 4-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, K-12, or P-12;

5.03.5 Adding any 7-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, or P-8; and

5.03.6 Adding any K-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, 4-8, 4-12, P-8, or 7-12.

5.04 A licensure content area, endorsement, or level of licensure may be transferred by reciprocity to an existing Arkansas license only by following the requirements of Sections 5.02 and 5.03 above.

5.05 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an adult education license or career-technical permit that

was issued pursuant to regulations established by the Arkansas Department of Career Education, only upon receipt of the following from an applicant:

5.05.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5.05.2 An official transcript documenting the successful completion of:

5.05.2.1 A program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught;

5.05.2.2 The Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program; or

5.05.2.3 Any other pathway to licensure permitted by the Department's Rules Governing the Non-Traditional Licensure Program; and

5.05.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.

Additional Licensure Plans (ALP)

5.06 The Office of Educator Licensure shall issue an Additional Licensure Plan (ALP) to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

5.06.1 An ALP is valid for a maximum of three (3) years and is not renewable.

5.06.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:

5.06.2.1 Successfully completes in the first year of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

5.06.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

5.06.3 An ALP requiring testing only shall remain valid only so long as the applicant, by the end of each year of the ALP, either:

5.06.3.1 Successfully completes the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

5.06.3.2 Successfully completes a minimum of six (6) hours of coursework in the content area at an accredited college or university.

5.06.4 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of this Section 5.06.

5.06.5 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

6.0 Administrator License Requirements

Building-Level Administrator License

6.01 The Office of Educator Licensure shall issue a Building-Level Administrator License upon receipt of the following from an applicant holding an existing Arkansas Standard License:

6.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.01.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.01.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include an internship with adequate and substantial experiences at both the K-6 and 7-12 levels;

6.01.4.1 An applicant who has never received an administrator license and whose program of study in Educational Leadership was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

6.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board; and

6.01.6 Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.1 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.2 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathologist, or School Psychology Specialist shall not count towards this experience requirement.

6.01.6.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

6.01.6.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement only if the area taught is one for which a bachelor's degree is required as a pre-requisite to licensure by the Arkansas Department of Career Education.

Curriculum/Program Administrator License

6.02 The Office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

6.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.02.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;

6.02.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.02.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.02.4 An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship;

6.02.4.1 An applicant who has never received an administrator license and whose program of study for curriculum/program administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

6.02.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

6.02.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:

6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;

6.02.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;

6.02.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the area is one for which a bachelor's degree is required as a pre-requisite to licensure by the Arkansas Department of Career Education;

6.02.6.4 Content Area Specialist – Classroom teaching experience in a licensure content area;

6.02.6.5 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or

6.02.6.6 Adult Education – Classroom teaching experience in the area of adult education.

6.02.6.7 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

6.02.6.8 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

District-Level Administrator License

6.03 The Office of Educator Licensure shall issue a District-Level Administrator License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

6.03.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.03.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.03.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.03.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.03.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.03.4 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship;

6.03.4.1 An applicant whose program of study for district-level administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;

6.03.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

6.03.6 Documentation of at least four (4) years of licensed experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building-level administrator experience; and

6.03.7 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

6.03.7.1 One (1) year of experience is defined as requiring a minimum of one hundred twenty (120) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

6.03.7.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

Administrator Licensure Completion Plan (ALCP)

6.04 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:

6.04.1 Submits a completed application for an ALCP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.04.1.1 The application must be verified by the Educational Leadership Chairperson of the accredited college or university where the degree or program of study is offered;

6.04.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;

6.04.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency or organization; and

6.04.3 Meets all of the requirements of Sections 6.01, 6.02, or 6.03 of these Rules except for:

6.04.3.1 Successful completion of an awarded master's or higher degree as required by 6.01.3, 6.02.3, or 6.03.3;

6.04.3.2 Successful completion of a graduate-level program of study as required by 6.01.4, 6.02.4, or 6.03.4; or

6.04.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 6.01.5, 6.02.5, or 6.03.5.

6.04.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:

6.04.4.1 Remains employed with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;

6.04.4.2 Holds the degree required by 6.01.3, 6.02.3, or 6.03.3, or remains enrolled and actively participates in the appropriate degree program; and

6.04.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by 6.01.4, 6.02.4, or 6.03.4.

6.04.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.

6.04.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

7.0 License Renewal

Professional Development Requirements for License Renewal

7.01 Except as specifically provided herein, no license issued by the State Board may be renewed unless the following requirements of this Section 7.01 are met.

7.01.1 Every individual holding a license issued by the State Board shall document completion of sixty (60) or more hours of approved professional development each year, as required by the Department's Rules Governing Professional Development.

7.01.2 Professional development completion may be documented by:

7.01.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

7.01.2.2 Submitting proof of completion of professional development hours attended.

7.01.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

7.01.4 A retired teacher who returns to licensed employment shall complete sixty (60) hours of professional development within the school year of the return to employment and in each year thereafter while employed in a licensed position.

7.01.5 As part of the required professional development hours, a licensee shall document completion, no more than twelve (12) months prior to renewal, of the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development.

Renewal of Current / Recently Expired Licenses

7.02 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

7.02.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.02.3 Documentation of professional development completion, as required by Section 7.01.

7.02.4 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

7.03 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:

7.03.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, open-enrollment public charter school, education service cooperative, or the Department;

7.03.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

7.03.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 7.01 and 7.02.2.

Renewal of Licenses Expired More Than One (1) Year

7.04 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:

7.04.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.04.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.04.3 Documentation of completion of sixty (60) or more hours of approved professional development.

7.04.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

Provisional Licenses

7.05 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard, Ancillary, or Administrator License, and who:

7.05.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and

7.05.3 Meets all of the requirements of Sections 7.02 or 7.04 of these Rules except for verification of professional development as required by 7.01.

7.05.4 The Provisional License may be converted to a Standard, Ancillary, or Administrator License upon the submission of written verification of completion of sixty (60) hours of approved professional development that was completed during the one-year term of the Provisional License.

7.06 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

8.0 General Provisions for all Licenses

8.01 A Standard, Ancillary, or Administrator License shall be a renewable license, valid for a period of five (5) years. Except as provided below, a license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

8.01.1 Regardless of when it is issued, an Administrator License shall reflect the same beginning and expiration dates as the licensee's Standard License.

8.01.2 The beginning date of a license renewal shall be January 1 of the year following the expiration date of the old license, unless the old license was expired more than one (1) year.

8.01.3 The beginning date of the renewal of a license that had been expired for more than one (1) year shall be January 1 of the year renewed.

8.01.4 Addition of an endorsement, licensure content area, or level of licensure to a license shall not affect the beginning and expiration dates of the license.

8.02 A Provisional License shall become effective on the licensee's first contracted day with the public school district, open-enrollment public charter school, or other agency or organization.

8.03 A Standard, Ancillary, or Administrator License may reflect the highest earned degree awarded to the licensee in:

8.03.1 Education, if the degree was awarded by an accredited teacher education program;

8.03.2 Educational Leadership, if the degree was awarded by an accredited college or university;

8.03.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;

8.03.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or

8.03.5 A licensure content area, if the degree was awarded by an accredited college or university.

8.04 Notwithstanding any provision to the contrary, an applicant for licensure who holds a teaching license from outside the United States, or whose post-secondary degree is from a non-accredited college or university outside of the United States, may satisfy degree and accredited program requirements as follows:

8.04.1 The applicant shall have his or her credentials evaluated by a Department-approved credential evaluation agency located in the United States.

8.04.2 The credential evaluation agency shall:

8.04.2.1 Complete a course-by-course evaluation of the applicant's transcript;

8.04.2.2 Indicate the applicant's major area of study;

8.04.2.3 Document whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university;

8.04.2.4 Document whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited teacher preparation program or accredited speech-language pathology or school psychology program;

8.04.2.5 Indicate the areas of licensure represented by the out-of-country license; and

8.04.2.6 Document which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.

8.04.3 The evaluation performed by the credential evaluation agency shall determine eligibility for licensure in Arkansas.

8.05 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development within twelve (12) months of:

8.05.1 The individual's first-time licensure; and

8.05.2 All subsequent renewals of a license.

8.06 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

8.07 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 8.07 will be null and void.

8.08 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend or rescind any license that has been issued in error.

Mentoring Requirements for Novice Teachers and Beginning Administrators

8.09 Every novice teacher and beginning administrator employed in a public school or other public educational setting shall participate in mentoring for no less than one (1) year.

8.09.1 Mentoring for a novice teacher shall consist of a licensed, certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.

8.09.2 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.

8.09.3 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.

8.09.4 A beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.

8.09.5 A novice teacher in a licensed pre-kindergarten setting may in the alternative participate in mentoring offered pursuant to rules promulgated by the Arkansas Department of Human Services.

8.10 Every Arkansas public school district or open-enrollment public charter school that employs a novice teacher or beginning administrator shall:

8.10.1 Notify the Office of Educator Effectiveness, no later than August 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;

8.10.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;

8.10.1.2 Induction project directors must attend the annual Project Director Update meeting sponsored by the Office of Educator Effectiveness, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;

8.10.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed $1,000) based on the number of novice teachers and beginning administrators in the school or district;

8.10.2 Submit to the Office of Educator Effectiveness via the Office's online data system:

8.10.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/ mentor pairs employed by the school or district;

8.10.2.2 No later than September 30 of each year, an assurance statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these Rules regarding mentoring; and

8.10.2.3 A Professional Growth Plan for each novice teacher and each beginning administrator;

8.10.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified, licensed mentor teacher who is located in the same building, and who:

8.10.3.1 Has a compatible background in licensure content area and level of licensure;

8.10.3.2 Is trained and certified in the state-adopted mentoring model; and

8.10.3.3 Has at least three (3) years of successful teaching experience under a non-provisional license;

8.10.3.4 The Office of Educator Effectiveness may grant exceptions to these requirements on a case-by-case basis, including the requirement that the mentor teacher be located in the same building;

8.10.3.5 Only one (1) novice teacher may be assigned to each mentor teacher, except as allowed by the Office of Educator Effectiveness;

8.10.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified, licensed administrator mentor who has been certified in the state-adopted mentoring model;

8.10.5 Release mentors, novice teachers, beginning administrators, and the induction project director to attend initial mentor training and any mandatory statewide orientation or informational meetings held by the Department;

8.10.6 Provide released time during the contract day for a novice teacher and mentor to work together, averaging a minimum of two (2) hours every two (2) weeks;

8.10.7 Assist a novice teacher and mentor to schedule focused observations and professional development activities, and provide activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development;

8.10.7.1 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for each novice teacher and shall provide feedback focused on increased professional growth;

8.10.8 Notify the Office of Educator Effectiveness, via the Office's online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and

8.10.9 Submit, via the Office's online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 30 of each year.

8.10.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department.

8.11 The Office of Educator Effectiveness will monitor the quality of each public school or district's mentoring program by reviewing all mentoring documentation.

8.11.1 All required mentoring and observation documentation shall be collected and retained by the induction project director.

8.11.2 At the completion of the mentoring cycle, all observation forms shall become the sole possession of the novice teacher.

8.11.3 Mentoring observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.

8.12 School districts or open-enrollment public charter schools that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for this purpose includes without limitation:

8.12.1 Failure to register all mentors, novice teachers, and beginning administrators with the Office of Educator Effectiveness;

8.12.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentors and novice teachers or beginning administrators; and

8.12.3 Failure to submit all appropriate documentation.

9.0 Waivers for Public Schools and School Districts

Contracted Positions (ALP/ALCP)

9.01 Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued to the school pursuant to this Section 9.0.

9.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.

9.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an ALP or ALCP towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.

9.01.3 Notwithstanding the other provisions of this Section 9.0, if the State Board or the Commissioner of Education order the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

9.01.4 This section 9.01 shall not apply to :

9.01.4.1 Non-degreed vocational-technical teachers; or

9.01.4.2 Those persons approved by the Department to teach the grade level or subject matter of the class in the Department' distance learning program.

9.02 The Office of Educator Licensure may grant a public school, agency, or organization a one (1)-year waiver of the requirements of Section 9.01 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.

9.03 A request for waiver shall be submitted by the superintendent of the public school district or director of the open-enrollment public charter school and shall include:

9.03.1 A listing of all licensed employees employed by the district or charter school, including for each licensed employee:

9.03.1.1 Social Security number;

9.03.1.2 Current licensure area(s);

9.03.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;

9.03.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and

9.03.1.5 All prior school years in which the employee was employed in an out-of-area position;

9.03.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;

9.03.3 A written plan with timelines for completion of the ALP or ALCP requirements; and

9.03.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 5.06.2, 5.06.3, or 6.04.4.

9.04 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

9.05 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) school days after the date of the assignment.

9.05.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

9.06 The final decision regarding the granting of a waiver rests with the State Board.

Substitute Teachers

9.07 Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to licensed personnel.

9.07.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

9.07.1.1 Be a high school graduate; or

9.07.1.2 Hold a graduate equivalent degree (G.E.D.).

9.07.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive school days in the same class during a school year unless the substitute teacher instructing the class has:

9.07.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

9.07.2.2 An educator license issued by the State of Arkansas.

9.07.3 A public school shall request a waiver to employ a substitute teacher whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

9.07.4 A public school may not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty-first (31st) day of instruction.

9.07.5 A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty-first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.

9.07.6 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) school days after the date of the assignment.

9.07.7 This section 9.07 shall not apply to non-degreed vocational-technical teachers.

9.08 The superintendent of a public school district or director of an open-enrollment public charter school may apply for a waiver from the Arkansas State Board of Education if the requirements set forth in Section 9.07 impose an undue hardship on the school or district.

9.08.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:

9.08.1.1 A justification of need for the waiver;

9.08.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;

9.08.1.3 Instructional area that will be assigned to the substitute teacher, and

9.08.1.4 The length of time the substitute will be employed.

9.08.2 Waivers for use of a substitute teacher for longer than thirty (30) days may be granted for only one (1) semester but may be renewed for a second (2^{nd}) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.

9.08.3 Applications for waivers shall be reviewed by the Department and presented to the State Board of Education for its decision.

9.08.4 The final decision regarding the granting of this waiver will rest with the State Board of Education.

9.08.5 Any school district or open-enrollment public charter school granted this waiver will be reported in the Department's annual school district or school report card.

10.0 Conversion of Existing Initial or Provisional Licenses

10.01 A licensee holding a current Initial Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may obtain a Standard License upon the submission of the following:

10.01.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

10.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.

10.02 A licensee holding an expired Initial Teaching License issued by the State Board pursuant to any of the Department's prior Rules may obtain a Standard License by complying with the provisions of Section 3.01 of these Rules.

10.03 A licensee holding a current Provisional Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) or pursuant

to the Department's Rules Governing Teacher Licensure by Reciprocity (eff. Sept. 2009 or June 2012) may obtain a Standard License upon the submission of the following:

10.03.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.03.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

10.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or content-area assessments as mandated by the State Board;

10.03.4 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and

10.03.5 Documentation of the successful completion of any professional development required to meet renewal requirements.

10.04 A licensee holding a current Initial Administrator License issued by the State Board pursuant to the Department's Rules Governing Initial and Standard/ Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may obtain a Standard Administrator License upon the submission of the following:

10.04.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and

10.04.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrator licensure assessment as mandated by the State Board.

10.05 Any licensee who, as of the effective date of these Rules, is working under a current Additional Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) issued pursuant to any prior Department rules, shall continue under and complete the Plan in accordance with the terms of the Plan as approved by the

Department, and in accordance with the prior rules under which the Plan was approved.

10.06 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2014, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

Appendix A: LEVELS AND AREAS OF LICENSURE

	AS AN INITIAL LICENSURE AREA							AS AN ADD-ON TO STANDARD LICENSE						
LICENSURE CONTENT AREA	B-K	K-6	4-8	7-12	K-12	4-12	PS	B-K	K-6	4-8	7-12	K-12	4-12	PS
*ECH/SP.ED INTEGRATED	X							X						
**ELEMENTARY		X							X					
**MIDDLE CHILDHOOD (MATH, SCIENCE, LANG ARTS, SOCIAL STUDIES) MUST CHOOSE ANY TWO OF THE FOUR CONTENT AREAS LISTED FOR INTIAL LICENSURE. ANY AREA MAY BE ADDED INDIVIDUALLY TO A STANDARD LICENSE.			X								X			
LIFE SCIENCE				X								X		
PHYSICAL SCIENCE				X								X		
EARTH SCIENCE												X		
ENGLISH LANG ARTS				X								X		
SOCIAL STUDIES				X								X		
PHYSICS/MATHEMATICS				X								X		
MATHEMATICS				X								X		
BUSINESS TECHNOLOGY						X							X	
MARKETING TECHNOLOGY				X								X		
AGRICULTURE SCIENCE & TECH				X								X		
FAMILY & CONSUMER SCIENCE				X								X		
INDUSTRIAL TECHNOLOGY				X								X		
DRAMA				X								X		
SPEECH				X								X		
JOURNALISM												X		
ART					X					X		X		
VOCAL MUSIC					X					X		X		
INSTRUMENTAL MUSIC					X					X		X		
DRAMA / SPEECH					X								X	
PHYSICAL EDU / HEALTH					X					X		X		
* SPECIAL EDUCATION					X								X	
* VISUAL SPECIALIST					X								X	
* HEARING SPECIALIST					X								X	
FOREIGN LANGUAGES					X					X		X		
* LIBRARY MEDIA SPECIALIST													X	
* GUIDANCE & COUNSELING					X								X	
* ADULT EDUCATION							X							X

*THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

**SIX (6) HOURS OF ENGLISH LANGUAGE ARTS AND THREE (3) HOURS ARKANSAS HISTORY MUST BE DOCUMENTED ON AN OFFICIAL TRANSCRIPT WHEN ADDING THESE AREAS OF LICENSURE BY TESTING OUT.

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

Appendix A: LEVELS AND AREAS OF LICENSURE

ADD-ON TO A STANDARD LICENSE

EXCEPTION AREA ENDORSEMENTS	Pre-K	K-6	5-6	8	K-12
LIBRARY MEDIA SPECIALIST					X
READING SPECIALIST					X
GUIDANCE & COUNSELING					X
GIFTED & TALENTED					X
ENGLISH AS A SECOND LANGUAGE					X
EDUCATIONAL EXAMINER					X
COACHING					X
INSTRUCTIONAL FACILITATOR					X
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X		
ALGEBRA 1 FOR GRADE 8				X	
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE)	X				
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X			

EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSURE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN AND IN THESE RULES FOR THE AREA BEING ADDED. ENDORSEMENTS CANNOT BE USED AS PLATFORMS FOR TESTING OUT OF OTHER AREAS AND LEVELS OF LICENSURE.

EDUCATIONAL LEADERSHIP & SUPERVISION	P-12
DISTRICT ADMINISTRATOR	X
BUILDING ADMINISTRATOR	X
CURRICULUM PROGRAM ADMINISTRATOR	X

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT. THESE AREAS OF LICENSE SHALL BE ADDED TO A STANDARD LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED IN THESE RULES AND ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED.

INITIAL AREA OF LICENSURE OR ADD-ON TO A STANDARD LICENSE

ANCILLARY STUDENT SERVICES	K-12
SCHOOL PSYCHOLOGY SPECIALIST	X
SPEEECH LANGUAGE PATHOLOGY	X

AN ANCILLARY LICENSE MAY BE OBTAINED AS AN INITIAL AREA OF LICENSURE OR MAY BE OBTAINED AS AN ADD-ON TO A STANDARD LICENSE. THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD LICENSE BY TESTING OUT.

NO OTHER AREA OR LEVEL OF LICENSURE CAN BE ADDED TO AN ANCILLARY LICENSE BY TESTING OUT.

REQUIREMENTS FOR ANCILLARY LICENSURE CAN BE FOUND IN THE RULES GOVERNING EDUCATOR LICENSURE.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART FOR TESTING OUT

INITIAL LICENSURE LEVEL	LICENSURE LEVEL TO TEST OUT OF					
	B-K	K-6	4-8	4-12	7-12	K-12
B-K		X				
P-4		X	X			
K-6		X	X			
1-6		X	X			
4-8		X	X	X	X	
4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X	X	
K-12					X	X
P-12					X	X

EDUCATORS WITH AN INITIAL LEVEL OF LICENSURE IDENTIFIED UNDER INITIAL LICENSURE LEVEL MAY TEST OUT OF OTHER STANDARD AREAS AND LEVELS OF LICENSURE MARKED WITH THE "X".

EDUCATORS MAY TEST OUT OF LICENSURE AREAS THAT ARE ONE GRADE LEVEL ABOVE OR BELOW THEIR INITIAL LICENSURE AREA AND LEVEL. AREAS OF LICENSURE BEING ADDED BY TESTING OUT SHALL HAVE A SUBJECT SPECIFIC ASSESMENT TO BE ELIGIBLE FOR TESTING OUT. AREAS OF LICENSURE ADDED TO THE INITIAL LICENSURE AREA CANNOT BE USED TO EXPAND THE LEVELS OF LICENSURE THAT CAN BE ADDED BY TESTING OUT. EDUCATOR LICENSURE WILL ADD THE NEW AREA OF LICENSURE ONCE IT HAS RECEIVED A COMPLETED APPLICATION WITH A COPY OF THE PRAXIS SCORE REPORT REFLECTING A PASSING SCORE.

EXCEPTION AREA ENDORSEMENTS, SPECIAL EDUCATION, EDUCATIONAL LEADERSHIP & SUPERVISION, ANCILLARY LICENSES, AND CAREER AND TECHNICAL AND ADULT EDUCATION CANNOT BE ADDED BY TESTING OUT. THEY CAN BE ADDED ONLY BY COMPLETING COURSEWORK AND THE REQUIRED PRAXIS ASSESSMENT.

EDUCATORS INTERESTED IN ADDING AN ADDITIONAL AREA OF LICENSURE ARE ENCOURAGED TO REFER TO THE RULES GOVERNING EDUCATOR LICENSURE AS ADOPTED BY THE STATE BOARD OF EDUCATION.

WHEN TESTING OUT OF ELEMENTARY K-6 OR MIDDLE CHILDHOOD 4-8, THE EDUCATOR MUST DOCUMENT SIX (6) HOURS OF ENGLISH LANGUAGE ARTS AND THREE (3) HOURS OF ARKANSAS HISTORY ON AN OFFICIAL TRANSCRIPT.

NOTE: PROGRAMS OF STUDY RELATED TO NEW/REVISED LEVELS AND AREAS OF LICENSURE WILL BE IMPLEMENTED BEGINNING FALL 2014.