



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA **CHARTER AUTHORIZING PANEL**

April 15, 2015

Arkansas Department of Education

ADE Auditorium

8:30 AM

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Work Session

W-1 Work Session

2015 Public Charter School Application Cycle

Presenter: Cindy Hogue

Reports

Report-1 Chair's Report

Presenter: Mike Hernandez

Consent Agenda

C-1 Minutes - February 18, 2015

Presenter: Cindy Hogue

Action Agenda

A-1 Consideration of Covenant Keepers College Preparatory

On December 10, 2007 the State Board of Education approved the application for Covenant Keepers College Preparatory charter school. The sponsoring entity is City of Fire Community Development, Inc. The charter is approved to serve students in grades 6-8 with a maximum enrollment of 380. The Charter Authorizing Panel will consider the possibility of acting on the Covenant Keepers open-enrollment charter pursuant with Ark. Code Ann. 6-23-105, regarding an alleged failure to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the authorizer. Representatives of Covenant Keepers College Preparatory are here today to answer questions.

Presenter: Cindy Hogue

Charter Authorizing Panel
April 15, 2015
Work Session Agenda

- **Session Purpose and Expectations – Cindy Hogue**
- **Introduction of Alexandra Boyd – Cindy Hogue**
- **Application Timeline – Cindy Hogue**
- **Application Process – Cindy Hogue**
- **Monitoring of Charter Schools’ Lottery Process –
Alexandra Boyd**
- **Process for Monitoring Charter Schools – Alexandra Boyd**
- **ADE Charter Office’s Goals and Direction – Cindy Hogue**
- **CAP Questions and Comments**

Lottery Monitoring Tool Instructions

The Lottery Monitoring Tool (LMT) is a form designed to aid representatives of the Arkansas Department of Education's Charter School Unit in completing successful and meaningful observations of charter school lottery procedures that occur in an effort to fairly distribute grade level classroom seats when the number of students applying for those seats exceeds the number of seats available. Accordingly, the form should be completed with care and accuracy.

After scheduling and confirming lottery observation visits with the appropriate school leaders, the representative will use the LMT as a guide during the site visit. Prior, during, and following the visit, the representative needs to ensure that he/she has paid close attention to the items that require completion on the LMT, making comments of any concerns that arise in the notes sections provided.

Upon completing the LMT, the representative should initial the bottom of the LMT. Also, the representative needs to scan and save the document with any other pertinent documentation gathered during the lottery observation visit. Most importantly, the representative must follow up on concerns or future points of collaboration with the appropriate parties of interest within five (5) business days.

Lottery Monitoring Tool

General Information

Name of School: _____ Address of Lottery: _____

Date of Lottery: _____ Time of Lottery: _____

Environment Description

Location of Lottery: _____

Estimated Number of School Officials Present: _____ Estimated Number of Parents Present: _____

Estimated Number of Students Present: _____

Other information that may be important to note: _____

Lottery Process Description (when applicable, check all that apply).

Who organized and facilitated the lottery process? Please list all pertinent names and positions/titles/affiliations. Continue on back of page if needed.

How was the random selection conducted? manually electronically

Describe: _____

How was the process described to attendees? in writing verbally If written, please attach a copy to this report.

If not included in the written attachment, describe how siblings and students of employees/founders/board members were handled in this process.

Was the process explained and demonstrated to the attendees prior to being officially conducted? yes no

Were attendees given the opportunity to ask questions regarding the process? yes no

Other information that may be important to note: _____

Documentation and Directive Action Required

Please indicate that the following documentation has been attached to this report: list of all students who applied for the lottery with selected students, unselected students, and waitlist order indicated a copy of the lottery application

Initial on the line provided to indicate that the school administration has been informed that the school may be required to supply all lottery applications at the request of the ADE at any time. _____

Transparent and Trusted Charter School Network

North Little Rock

School Contact Information

Lottery and Admissions Application in 2015-2016

Submission Instructions

Sample

Sample

Student Information

Full Name: _____

Phone Number: _____

Address: _____

Grade Expected to Enter in 2015-2016: _____

Does the student have a sibling who is currently enrolled in Transparent and Trusted of North Little Rock?

Yes

No

Does the student have a guardian who is a founder, teacher, or staff member at Transparent and Trusted of North Little Rock?

Yes

No

Has the student been expelled from another public school district?

Yes

No

Guardian Contact Information

Full Name: _____

Phone Number: _____

Address: _____

Site Visit Checklist Instructions

The Site Visit Checklist (SVC) is a form designed to aid representatives of the Arkansas Department of Education's Charter School Unit in completing successful and meaningful site visits to confirm compliance and generate collaboration. Accordingly, the form should be completed with care and accuracy.

After scheduling and confirming school site visits with the appropriate school leaders, the representative will use the SVC as a guide during the site visit. Prior, during, and following the visit, the representative needs to ensure that he/she has paid close attention to the items that require checkmarks on the SVC, making comments of any concerns that arise in the notes section provided.

Upon completing the checklist, the representative should print and sign his/her name on the lines provided at the bottom of the SVC. Also, the representative needs to scan and save the document with any other pertinent documentation gathered during the site visit. Most importantly, the representative must follow up on concerns or future points of collaboration with the appropriate parties of interest within five (5) business days.

Site Visit Checklist

School Name:

Location:

Date of Visit:

Name of Site Tour Guide:

Before Visit

Send letter of notification of visit one week prior to visit

Print and attach grant item purchase list to this form (if applicable)

Print and attach the generic ADE contact list to provide to school leader

During Visit

Forms

Discussed and attempted to complete the Best Practices/Innovation form

Observed appropriate use of grant funds (if applicable)

Provided labels for expensive grant funded items (if applicable)

Reviewed lottery application form and process

Asked for volunteers to attend New Charter School Orientation as workshop panelists

Reviewed recruitment efforts taken

Facilities

Observed special needs accessibility to building and classrooms

Observed safety and security procedures in operation

Observed clean and operating kitchen facilities and/or food program

Observed a non-sectarian learning environment

After Visit

File and publish Best Practices/Innovation Form

Schedule and confirm volunteers for New Charter School Orientation

Report any areas of concern or need for follow up

Notes:

Printed name of observer

Signature

Date

Annual **Open-Enrollment Public Charter School Application Cycle Timeline**

4th Thursday of May

A letter of intent to apply for an open-enrollment charter must be received at the Arkansas Department of Education by 4:00 p.m.

2nd Tuesday of June

An open-enrollment charter applicant workshop will be held at the Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201.
APPLICANT ATTENDANCE IS MANDATORY.

Dates to Be Determined by the Applicant

The applicant publishes notice of a public hearing about the proposed charter once a week for three consecutive weeks in a newspaper having general circulation in the public school district in which the school will be located. The notice must not be in the classified or legal section of the newspaper.

The notice of the public hearing about the proposed charter is emailed to the superintendent of each district from which the open-enrollment public charter school is likely to draw students and the superintendent of any district that is contiguous to the district in which the school will be located within seven calendar days of the first publication.

3rd Tuesday of July

Open-enrollment applications must be received by the Arkansas Department of Education and the superintendent of each public school district likely to be affected by proposed charter school by 4:00 p.m.

July/August/September

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

October 2015

Open-enrollment charter applicant hearings are conducted by the Charter Authorizing Panel.

November 2015

The State Board of Education decides whether to review the panel's decisions.

Date to Be Determined by the State Board of Education

If the State Board of Education decides to review a charter applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**

Annual **District Conversion** Public Charter School Application Cycle Timeline

3rd Tuesday of July

District conversion public charter school letters of intent must be filed with the Arkansas Department of Education by 4:00 p.m.

1st Tuesday of August

A district conversion public charter school applicant technical assistance conference call will be held.

APPLICANT PARTICIPATION IS MANDATORY.

2nd Tuesday of September

District conversion public charter school applications must be filed with the Arkansas Department of Education by 4:00 p.m.

September/October 2015

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

November 2015

District conversion charter applicant hearings are conducted by the Charter Authorizing Panel.

December 2015

The State Board of Education decides whether to review the panel's decisions.

Date to Be Determined by the State Board of Education

If the State Board of Education decides to review a charter applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. **It is the responsibility of the applicant to adhere to all charter application deadlines. Please take under consideration the length of the time that may be required for electronic submissions to reach the Charter School Office.**

Annual Open-Enrollment and District Conversion Public Charter School **Renewal Application Timeline**

2nd Tuesday of October

Renewal applications are sent out to the open-enrollment and district conversion public charter schools that are due for renewal in 2015.

1st Wednesday of November

Public charter school renewal applicant technical assistance conference call
APPLICANT PARTICIPATION IS MANDATORY.

3rd Thursday of December

Open-enrollment and District Conversion renewal applications must be received by the Arkansas Department of Education by 4:00 p.m. Open-enrollment renewal applications must also be sent to the superintendent of each public school district likely to be affected by the charter school.

December/January/February

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

February 2014

Open-enrollment and district conversion charter renewal applicant hearings are conducted by the Charter Authorizing Panel.

March 2014

The State Board of Education decides whether to review the panel's decisions.

Date to Be Determined by the State Board of Education

If the State Board of Education decides to review the public charter school renewal applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for a **District Conversion**
Public Charter School

Applicants for district conversion public charter schools are required to send a one-page "**Letter of Intent to Apply for a District Conversion Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email addresses no later than 4:00 p.m. **on Tuesday, July 21, 2015** in order for the application to be considered by the authorizer during the 2015 cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Identify the school district that intends to apply for the charter;
3. Include the contact person's name, full address, daytime telephone number, and email address;
4. Give the name of the school that the district wants to convert to charter status;
5. Provide the name of the proposed public charter school;
6. Describe the location of the proposed public charter school.
7. Identify the grade levels of students intended to be served by the public charter school;
8. Identify the number of students intended to be served by the public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district applying for the charter must sign the letter of intent to apply.

**Arkansas Department of Education
Instructions for Completing the
District Conversion Public Charter School
2015 Application**

TIMELINE

Monday, July 20, 2015

District conversion public charter school letters of intent must be filed with the Arkansas Department of Education by 4:00 p.m.

Tuesday, August 4, 2015

A district conversion public charter school applicant technical assistance conference call will be held.
APPLICANT PARTICIPATION IS MANDATORY.

Tuesday, September 8, 2015

District conversion public charter school applications must be filed with the Arkansas Department of Education by 4:00 p.m.

September/October 2015

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

November 2015

District conversion charter applicant hearings are conducted by the Charter Authorizing Panel.

December 2015

The State Board of Education decides whether to review the panel's decisions.

Date to Be Determined by the State Board of Education

If the State Board of Education decides to review a charter applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **Please take under consideration the length of the time that may be required for electronic submissions to reach the Charter School Office.**

GENERAL INSTRUCTIONS ON COMPLETING THE APPLICATION

The application must be completed using the fillable form and the templates provided. Note the following:

- There are a limited number of characters allowed for each response. It is advisable to ensure that each response fits into the space allowed. Text that does not fit in the text boxes cannot be reviewed.
- Use the font and font size that are set for responses. If you type responses in another program, make certain that Arial font, size 10 is used and copied into the text boxes.
- Include a response in every text box.
- A complete application includes the fillable form with all other required documents attached at the end.
- When the fillable form is complete, create a flattened PDF by using a 'print to PDF' function, or by printing the completed fillable form and scanning it as a new PDF.
- The following documents must be scanned; signed as required; and attached, **in the order listed**, to the PDF after the completed application form:

REQUIRED ATTACHMENTS

APPLICANTS MUST USE ALL TEMPLATES THAT ARE PROVIDED.

- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of parental and community support (five-page limit);
- The proposed school's 2016-2017 calendar;
- The proposed school's 2016-2017 daily schedule; and
- The **signed** Statement of Assurances **template**.

ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order; and
- A Prior Charter Involvement **template** for each individual associated with the charter who has prior charter experience.

Save the PDF as "*Proposed Charter School's Name (District Name)* 2015 Application."

In order for the application to be considered by the authorizer during the 2015 application cycle, submit the named PDF, via email, to the Arkansas Department of Education at the following email addresses so that it is received no later than 4:00 p.m. **on Tuesday, September 9, 2015:**

ade.charterschools@arkansas.gov

It is imperative that the email transmission time is considered as the application must be received at the Arkansas Department of Education by the deadline.

Any application that is substantially incomplete will not be reviewed by Arkansas Department of Education staff or forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

NOTES ON SELECTED SECTIONS OF THE APPLICATION

Cover Page

Include the name of the proposed charter school in the text box.

Section B - Executive Summary

The mission statement will populate the response for Prompt #2. Include the key programmatic features that are considered the most important for anyone to know about the charter school and make certain that the features listed in the executive summary are discussed in other sections of the application.

Section C - Narrative Description

When responding to the prompts, refer to the Arkansas Department of Education District Conversion Public Charter School Application 2015 Scoring Rubric found at the end of this document. This is a valuable tool as it includes criteria for each section of the application.

Prompt 2

The mission statement from the executive summary will populate as the response to this prompt.

Prompt 3

2014 ESEA reports and 2014 Report Cards are located at the following:

<https://adedata.arkansas.gov/arc/>.

Prompt 6

Explain why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

Prompt 10 D

In accordance with federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

Prompt 13

Be certain that a Prior Charter Involvement template is completed for each individual listed.

NOTES ON SELECTED ATTACHMENTS REQUIRED TO BE ADDED TO THE END OF THE FILLABLE FORM

Evidence of parental and community support

Limit the response to five pages.

If petitions in support of the proposed charter school have been signed and or letters in support of the proposed charter school have been received, include documents, but do not exceed the five-page limit. If the support documents received by the applicant exceed five pages, include no more than four pages and include a fifth page that includes the following:

- The number of individuals who signed petitions supporting the proposed school; and/or
- The name, title, and affiliation of others who wrote letters of support for the proposed school.

Copies of these documents will be requested at a later date.

Statement of Assurances Template

This form must be completed, signed, and included as part of the application.

Check points for the charter application

- ❖ All sections of the fillable form are complete.
- ❖ Each complete response is visible in the text box.
- ❖ Each response has been prepared considering the evaluation criteria of the corresponding section of the rubric.
- ❖ Documentation that all requirements pertaining to the public hearing were met is included.
- ❖ Evidence of parental and community support is included.
- ❖ A copy of the proposed school's 2016-2017 calendar is included.
- ❖ A copy of the proposed school's daily schedule is included.
- ❖ The signed Statement of Assurances Form is included;
- ❖ A Prior Charter Involvement template is included for each individual with prior charter experience; and
- ❖ If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order is included.

Submit the application, via email, to the Arkansas Department of Education so that it is received no later than **4:00 p.m. on Tuesday, September 9, 2015.**

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the Arkansas Department of Education Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the Arkansas Department of Education Charter School Office with questions and for assistance in developing the application.

Arkansas Department of Education Charter School Office 501.683.5313

Arkansas Department of Education

2015 District Conversion Public Charter School Application Review

The charter application should reflect a thorough understanding of key issues and demonstrate capacity to open and operate a quality charter school. Each response should address the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of the ways in which the school will operate.

With that in mind the initial review of district conversion charter applications will be conducted by Arkansas Department of Education staff from various divisions that routinely interact with charter school personnel. This group, known as the Internal Charter Review Committee, will access the application for complete and clear responses and provide technical assistance to the applicants. While the committee will request additional information or clarification, identify concerns with the applications, and review the applicant revisions based on this technical assistance, the goal of the committee is to determine if each response is fully responsive, partially responsive; or not responsive. It is the Charter Authorizing Panel tasked with judging the quality of each application and determining what applicants are likely to open and operate high quality charter schools.

A rubric that identifies the criteria for each section of the application follows. These criteria should be carefully considered when writing the application and each applicant should self-assess the draft application based on the criteria and revise the application based on the self-assessment prior to submitting it.

**Arkansas Department of Education
District Conversion Charter School
2015 Application
SCORING RUBRIC**

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 Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C)
- The key programmatic features of the proposed charter school

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited 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 thorough description of the results of the public hearing
- Evidence of public support exhibited at the hearing
- Documentation of required notice published to garner public attention to the hearing
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C2: 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 mission statement that is clear and succinct

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C5: 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 clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C6: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C7: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C9: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C10: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation

Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C12: 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, anonymous lottery selection process.

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, teachers, etc.
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.
- 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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C15: 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:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C17: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C18: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C19: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C20: 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:

- 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
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 8, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

Name of School District: _____

Name of Contact Person: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____ FAX: () _____

Email: _____

Charter Site Address: _____

City: _____

ZIP: _____ Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

5. Describe the educational program to be offered by the charter school

Applicant Response:

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
 - A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

D) Special education;

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

12. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the 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 for the school.

Applicant Response:

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

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 and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

18. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

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

Applicant Response:

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date

Printed Name

DISTRICT CONVERSION PUBLIC CHARTER RENEWAL APPLICATION INSTRUCTIONS OCTOBER 2015

In accordance with Arkansas Code Annotated § 6-23-204, the authorizer may renew district conversion public school charters on a one-year or multi-year basis, not to exceed 5 years. The authorizer may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the school:

- Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- Failed to satisfy generally accepted accounting standards of fiscal management; or
- Failed to comply with this chapter or other applicable law or regulation.

The application for charter renewal must be approved by the governing board(s) prior to being submitted to the Arkansas Department of Education for review and consideration. The board(s) should review the completed application and the assurances.

An application form specific to each charter up for renewal has been prepared. Follow the directions on the form. The Charter Renewal Rubric should be used as a guide in the preparation of responses. The application, with any attachments and the signed assurance document, must be received, via email, by **4:00 p.m., Thursday, December 17, 2015**. Be certain to carefully review all documents and **redact any student identifiable information prior to the submission of the renewal application**.

Email the application to Arkansas Department of Education at the following address, ade.charterschools@arkansas.gov so that it is **received** by deadline.

A technical assistance conference call will be held via Zoom on **Wednesday, November 4, 2015, at 8:30 a.m.** At least one charter representative is expected to participate. Following is the information for the call:

Join from PC, Mac, iOS or Android: <https://www.zoom.us/>
Or join by phone:
+1 (415) 762-9988 or +1 (646) 568-7788 US Toll
Meeting ID: TBD

The Charter Authorizing Panel is scheduled to conduct renewal hearings in February 2014. When preparing for the renewal hearing, it is important to note that, in addition to the application, the authorizer may be provided other available reports and documents about the charter including the following:

- ESEA Reports;
- School Performance Report Cards;
- Special Education monitoring documents;
- Accreditation Reports;
- Arkansas Comprehensive School Improvement Plans (ACSIP) and letter of approval;
- Equity Compliance Reports;
- Financial documents as submitted in the Arkansas Public School Computer Network (APSCN); and
- Annual financial audits

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

Name of School:

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS AND DESEGREGATION ANALYSIS

Part A: Charter School 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 multiple successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 2: COMPOSITION OF THE CHARTER SCHOOL’S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Disclosure Information

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 3: STUDENT AND TEACHER RETENTION

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 4: TEST DATA

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter’s current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions

Part B: New Performance Goals

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent 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 a 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 7: WAIVERS

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

Part A: New Waiver Requests

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Waivers to Be Rescinded

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive <input type="checkbox"/>	Partially Responsive <input type="checkbox"/>	Non-Responsive <input type="checkbox"/>
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Comments and Additional Questions:



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

Deadline for Submission: December 17, 2015



Charter School: **INSERT NAME**

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

Contact Information

School District:	
Name of Charter School:	INSERT NAME
School LEA #	
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	

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

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

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

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

Part B: Desegregation Analysis

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

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

Section 2 – Composition of the Charter School’s Governing Board and Relationships to Others

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.

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

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship

Duplicate this page, if necessary.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All									
Free/ Reduced Lunch									
Two or More Races									
Asian									
African American									
Hispanic									
Native American									
White/ Caucasian									
Special Education									
English Language Learner									

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

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

Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2011-2012					
2012-2013					
2013-2014					

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.

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

Section 4 – Test Data

Review the following testing data summary, 2012-2014, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

CHARTER OFFICE TO INSERT TEST DATA BEFORE SENDING OUT THE APPLICATION

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/>.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

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

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals in Reading

Describe the charter’s progress to achieving each goal and provide supporting documentation that demonstrates the progress.

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Goals in Reading Comprehension

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Goals in Mathematics

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Goals in Mathematical Reasoning

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Part B: New Performance Goals

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

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

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

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

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If 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.

CHARTER OFFICE TO INSERT AUDIT FINDINGS

Section 7 – Waivers

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

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

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION

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

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

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.

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

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

If no charter amendments are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

**2015 RENEWAL APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district requesting renewal 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 public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date

Printed Name

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for an **Open-Enrollment** Public Charter School

Applicants for open-enrollment public charter schools are required to send a one-page "**Letter of Intent to Apply for an Open-Enrollment Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email address no later than 4:00 p.m. **on Thursday, May 28, 2015**, in order for the application to be considered by the authorizer during the 2015 application cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Include the full legal name of the eligible entity which intends to apply for a charter. If the sponsoring entity is a non-profit organization, specify the name exactly as submitted on the Internal Revenue Service (IRS) application for non-profit status through 501(c)(3) of the Internal Revenue Code, and state whether the entity has already received 501(c)(3) status or has applied for 501(c)(3) status.
3. Include a contact person's name, full address, daytime telephone number, and email address;
4. Give a description of the eligible entity that is sponsoring the application;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school and state the school district in which the charter school would be located;
7. Identify the grade levels of students intended to be served by the open-enrollment public charter school;
8. Identify the number of students intended to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The designated contact person must sign the letter of intent to apply.

A copy of the letter of intent must be sent, via the same email transmission that the letter is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located.



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education Instructions for Completing the 2015 Open-Enrollment Public Charter School Application



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

2015 Open-Enrollment Public Charter School Application Timeline

Thursday, May 28, 2015

A letter of intent to apply for an open-enrollment charter must be received at the Arkansas Department of Education by 4:00 p.m.

Monday, June 8, 2015

An open-enrollment charter applicant workshop will be held at the Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201.
APPLICANT ATTENDANCE IS MANDATORY.

Dates to Be Determined by the Applicant

The applicant publishes notice of a public hearing about the proposed charter once a week for three consecutive weeks in a newspaper having general circulation in the public school district in which the school will be located. The notice must not be in the classified or legal section of the newspaper.

The notice of the public hearing about the proposed charter is emailed to the superintendent of each district from which the open-enrollment public charter school is likely to draw students and the superintendent of any district that is contiguous to the district in which the school will be located within seven calendar days of the first publication.

Monday, July 20, 2015

Open-enrollment applications must be received by the Arkansas Department of Education and the superintendent of each public school district likely to be affected by proposed charter school by 4:00 p.m.

July/August/September

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

October 2015

Open-enrollment charter applicant hearings are conducted by the Charter Authorizing Panel.

November 2015

The State Board of Education decides whether to review the panel's decisions.

Date to Be Determined by the State Board of Education

If the State Board of Education decides to review a charter applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**

GENERAL INSTRUCTIONS ON COMPLETING THE APPLICATION

The application must be completed using the fillable form and the templates provided.

Note the following:

- There are a limited number of characters allowed for each response. It is advisable to ensure that each response fits into the space allowed. Text that does not fit in the text boxes cannot be reviewed.
- Use the font and font size that are set for responses. If you type responses in another program, make certain that Arial font, size 10 is used and copied into the text boxes.
- Include a response in every text box.
- A complete application includes the fillable form with all other required documents attached at the end.
- When the fillable form is complete, create a flattened PDF by using a 'print to PDF' function, or by printing the completed fillable form and scanning it as a new PDF.
- The following documents must be scanned; signed as required; and attached, **in the order listed**, to the PDF after the completed application form:

REQUIRED ATTACHMENTS

APPLICANTS MUST USE ALL TEMPLATES THAT ARE PROVIDED.

- Evidence that the sponsoring entity is eligible to apply for a charter (non-profit entities must provide the determination letter from the Internal Revenue Service showing that that sponsoring entity is exempt from taxation under 501(c)(3) of the Internal Revenue Code or the sponsoring entity's application to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code);
- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of parental and community support (five-page limit);
- The proposed school's 2016-2017 calendar;
- The proposed school's 2016-2017 daily schedule;
- The 2016-2017 and 2017-2018 Salary Schedule and Budget **template**;
- The **signed** Facilities Utilization Agreement **template**; and
- The **signed** Statement of Assurances **template**.

ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- A Prior Charter Involvement **template** for each individual associated with the proposed charter who has prior charter experience;
- A facility lease;
- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order; and
- Documentation demonstrating that funds listed on the budget template as "Other Sources of Revenue" **have already been awarded for the operation of the proposed school**.

Save the PDF as "**Proposed Charter School's Name 2015 Application.**"

In order for the application to be considered by the authorizer during the 2015 application cycle, submit the named PDF, via email, to the Arkansas Department of Education at the following email addresses so that it is received no later than 4:00 p.m., **Monday, July 20, 2015:**

ade.charterschools@arkansas.gov.

It is imperative that the email transmission time is considered as the application must be received at the Arkansas Department of Education by the deadline.

An application must be sent, via the same email transmission that the application is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students.

Any application that is substantially incomplete will not be reviewed by Arkansas Department of Education staff or forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

APPLICATION NOTES ON SELECTED SECTIONS OF THE APPLICATION

Cover Page

Include the name of the proposed charter school in the text box.

Section A - General Information

If the sponsoring entity is a non-profit organization, the name of the sponsoring entity in this section of the application must match the name on the determination letter from the Internal Revenue Service or the application to the Internal Revenue Service.

The determination letter from the Internal Revenue Service showing that the sponsoring entity is exempt from taxation under 501(c)(3) of the Internal Revenue Code or the sponsoring entity's application to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code must be included as part of the application.

NO ARKANSAS STATE DOCUMENTS SUBSTITUTE FOR THIS REQUIREMENT.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Applicants who have applied to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code should note that it can be a lengthy process to obtain a determination letter from the Internal Revenue Service. If awarded a charter, students may not be served and a local education agency (LEA) number will not be issued until a copy of the determination letter from the Internal Revenue Service is received at the Arkansas Department of Education.

Section B - Executive Summary

The mission statement will populate the response for Prompt #3. Include the key programmatic features that are considered the most important for anyone to know about the charter school and make certain that the features listed in the executive summary are discussed in other sections of the application.

Section C - Narrative Description

When responding to the prompts, refer to the Arkansas Department of Education 2015 Open-Enrollment Public Charter School Application Scoring Rubric found at the end of this document. This is a valuable tool as it includes the criteria for each section of the application.

Prompt 3

The mission statement from the executive summary will populate as the response to this prompt.

Prompt 4

2014 ESEA reports and 2014 Report Cards are located at the following:

<https://adedata.arkansas.gov/arc/>.

Prompt 8 D

In accordance with federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

Prompt 12

Be certain that a Prior Charter Involvement template is completed for each individual listed.

Prompt 13 and Prompt 14

The personnel discussed in these sections of the application must be included with the personnel listed in the Salary Schedule and Budget template unless it is clearly explained that the position will not be filled until after the second year of operation.

Prompt 17

Complete the Facilities Utilization Form template that is provided. A lease may be included, but is not required.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility are determined by the local code official or state fire marshal.

NOTES ON SELECTED ATTACHMENTS REQUIRED TO BE ADDED TO THE END OF THE FILLABLE FORM

Evidence of parental and community support

Limit the response to five pages.

If petitions in support of the proposed charter school have been signed and or letters in support of the proposed charter school have been received, include documents, but do not exceed the five-page limit. If the support documents received by the applicant exceed five pages, include no more than four pages and include a fifth page that includes the following:

- The number of individuals who signed petitions supporting the proposed school; and/or
- The name, title, and affiliation of others who wrote letters of support for the proposed school.

Copies of these documents will be requested at a later date.

The Salary Schedule and Budget Template

See pages 8-11 for specific guidance in completing this template.

Facilities Utilization Agreement Template

This form must be completed, signed, and included as part of the application.

Statement of Assurances Template

This form must be completed, signed, and included as part of the application.

COMPLETING THE SALARY SCHEDULE AND BUDGET TEMPLATE

Personnel Salary Schedule

- As requested, list positions.
- In the cell immediately to the right of each position, state the number of full time equivalents (FTEs) to be employed by the charter school in 2016-2017.

NOTES

The number of positions must be stated as the full time equivalent (FTE) of each position. A full time position is 1.00; a half time position is .50. For example, if the charter will have 5 full time positions at 1.00 FTE each and 3 half time positions at .50 FTE each, the 5 positions equal a total of 5.00 FTEs, and the 3 positions equal a total of 1.50 FTEs, for a grand total of 6.50 positions.

The salary schedule must include the positions included in response to Prompts #13 and #14 unless it is clearly explained in the responses to the prompts that a position will not be filled until after the second year of operation.

- In the cell to the right of the number of FTE positions for 2016-2017, list the 2016-2017 salary to be budgeted for **1.00 FTE** in that position.
- In the cell to the right of the salary for 2016-2017, state the number of FTEs to be employed by the charter school in that position in 2017-2018.
- In the cell to the right of the number of FTE positions for 2017-2018, list the 2017-2018 salary to be budgeted for **1.00 FTE** in that position.

NOTES

The salary for 1 FTE will show in the template, and the template will automatically multiply the salary by the number of positions and include all of these calculations, by year, in the subtotal lines of each section of the salary schedule.

- Include the percentage of the salaries to be used to calculate fringe benefits.

NOTES

Input the rate as a decimal. For example, if the cost for fringe benefits will be 25%, input .25. When .25 is input, the template will automatically show 25% and calculate the totals for fringe benefits, by year, in each section of the salary schedule.

At a minimum, fringe benefits should include amounts required by the Federal Insurance Contributions Act (FICA), teacher retirement, health insurance, and unemployment obligations.

- The budget totals, by year, are automatically calculated in each section.
- Each section total, by year, is automatically added so that the **TOTAL EXPENDITURES FOR SALARIES** are calculated and included on Line #112.

The Budget

The budget template is intended to require the applicant to consider the many expenses likely to be incurred in the operation of a school and should be completed as an estimate of the revenues and expenditures associated with the operation of the public charter school.

Two columns in the budget template must be completed, one for the school's first year of operation and one for the school's second year of operation.

REVENUES

All public schools in Arkansas receive state foundation funding in a set amount of money per student based upon average daily membership.

- The number of students for Line #1 and Line #2 is the number of students expected to be enrolled in the public charter school in 2016-2017.

NOTES

The number must match the 2016-2017 enrollment number provided in other sections of the application.

After the number of students is entered in Line #1 and Line #2, the template will automatically calculate the state foundation funding in Line #1 and the professional development funding in Line #2.

Be conservative with estimates for state revenue. A charter that overestimates its number of students will have to return funds after the "truing up" process occurs. A charter that underestimates the number of students will receive additional funds after the "truing up" process occurs.

The per pupil amounts included in the budget template for foundation funding and professional development may change, but these are reasonable estimates to be used for planning purposes.

- The number of students in Line #3 is the number of national school lunch students expected to be enrolled in the public charter school in 2016-2017.

NOTE

National school lunch students are those students who qualify for free or reduced-priced lunches.

- Input the rate in Line #3.

NOTES

The eligible rate for national school lunch (NSL) state categorical funding in Line #3 depends on the percentage of national school lunch students attending the school.

Use one of the following rates determined by the percentage of NSL students:

90% or greater NSL students	\$1,549
70-89% NSL students	\$1,033
Less than 70% NSL students	\$ 517

After the number of NSL students and the rate are entered in Line #3, the template will automatically calculate the NSL funding.

The per pupil rates for NSL funding may change, but these are reasonable estimates to be used for planning purposes.

- If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the amount to include on Line #4.
- The number of students for Line #6 and Line #7 is the number of students expected to be enrolled in the public charter school in 2017-2018.

NOTES

The number must match the 2017-2018 enrollment number provided in other sections of the application.

After the number of students is entered in Line #6 and Line #7, the template will automatically calculate the state foundation funding in Line #6 and the professional development funding in Line #7.

- The number of students in Line #8 is the number of national school lunch students expected to be enrolled in the public charter school in 2017-2018.
- Input the rate in Line #8.

NOTES

The eligible rate for national school lunch (NSL) state categorical funding in Line #8 depends on the percentage of national school lunch students attending the school.

Use one of the following rates determined by the percentage of NSL students:

90% or greater NSL students	\$1,549
70-89% NSL students	\$1,033
Less than 70% NSL students	\$ 517

After the number of NSL students and the rate are entered in Line #8, the template will automatically calculate the NSL funding.

- If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the amount to include on Line #9.
- Other Sources of Revenue must not include one-time grants or other funds that are not guaranteed at the time that the application is submitted.

NOTES

If an applicant has a guaranteed revenue source, it can be included in the budget, but documentation of the revenue must be included as the last attachment behind the application form in the PDF file. The documentation must show that the funds have already been awarded for the operation of the proposed charter school.

Federal Charter School Program grants are not awarded prior to charter approval and cannot be considered for budgeting purposes.

- Totals from the two revenue sections, by year, are automatically added and populate Line #17.

EXPENDITURES

- Totals for the salaries and benefits, as calculated on the salary schedule, will populate the appropriate expenditure lines in the budget.
- List specific vendors by name and include the amount to be paid, by year, to each vendor.
- If the applicant anticipates no expenditures in an area, type a brief explanation where vendors and/or items would be listed. If no expenditures are included for a particular program, the applicant could state the reason.
- Expenses are automatically added and totaled, by year, in each section.
- Each section total, by year, is automatically added so that the TOTAL EXPENDITURES are calculated and included on Line #241.

THE BOTTOM LINE

- By year, the expenditure totals are subtracted from the revenue totals and included as the NET REVENUE OVER EXPENDITURES on Line #242.

NOTES

Revenue must exceed expenditures.

It is important to maintain a positive balance so that funds are always available for unexpected expenses.

Upon the approval of a public charter school, staff in the Arkansas Department of Education Public School Fiscal and Administrative Services Division will provide technical assistance to assist in developing a detailed budget, specific to the terms of the charter, that also meet the data reporting requirements of the Arkansas Public School Computer Network.

Open-Enrollment Public Charter School Application Checklist

Email the one-page letter of intent to apply for an open-enrollment charter to the Arkansas Department of Education Charter School Office and the superintendent of the district where the charter would be located so that it is **received by the Charter School Office no later than 4:00 p.m., on May 28.**

Be certain that the superintendent's email address is visible as a recipient of the email, as this will serve as evidence that the letter was sent to superintendent.

Publish the notice of public hearing following these requirements

- A. The notice of the public hearing was published on a weekly basis in a newspaper having general circulation in the school district in which the school will likely be located for at least three (3) consecutive weeks prior to the date of the hearing.
- B. The notice of public hearing is not published in the classified or legal notice section of the newspaper.
- C. The last publication of notice is no less than seven (7) days prior to the public meeting.
- D. Within seven (7) calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing are sent to the superintendents of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Documentation that these requirements have been met are included in the charter school application.

Results of the public hearing are included in the charter school application.

Additional check points for the charter application

- ❖ All sections of the fillable form are complete.
- ❖ Each complete response is visible in the text box.
- ❖ Each response has been prepared considering the evaluation criteria of the corresponding section of the rubric.
- ❖ Evidence that the sponsoring entity is eligible to apply for a charter is included.
- ❖ Documentation that all requirements pertaining to the public hearing were met is included.
- ❖ Evidence of parental and community support is included.
- ❖ A copy of the proposed school's 2016-2017 calendar is included.
- ❖ A copy of the proposed school's daily schedule is included.
- ❖ The Salary Schedule and Budget template is complete and included;
- ❖ The signed Facilities Utilization Agreement is included;
- ❖ The signed Statement of Assurances Form is included;
- ❖ A Prior Charter Involvement template is included for each individual with prior charter experience; and
- ❖ If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order is included.

Submit the application, via email, to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students so that it is received no later than **4:00 p.m. on Monday, July 20, 2015**. Be certain that the superintendents' email addresses are visible as recipients of the email, as this will serve as evidence that the application was sent to superintendents.

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the Arkansas Department of Education Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the Arkansas Department of Education Charter School Office with questions and for assistance in developing the application.

Arkansas Department of Education Charter School Office 501.683.5313

Arkansas Department of Education

2015 Open-Enrollment Public Charter School Application Review

The charter application should reflect a thorough understanding of key issues and demonstrate capacity to open and operate a quality charter school. Each response should address the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of the ways in which the school will operate.

With that in mind the initial review of open-enrollment charter applications will be conducted by Arkansas Department of Education staff from various divisions that routinely interact with charter school personnel. This group, known as the Internal Charter Review Committee, will access the application for complete and clear responses and provide technical assistance to the applicants. While the committee will request additional information or clarification, identify concerns with the applications, and review the applicant revisions based on this technical assistance, the goal of the committee is to determine if each response is fully responsive, partially responsive; or not responsive. The Charter Authorizing Panel is tasked with judging the quality of each application and determining what applicants are likely to open and operate high quality charter schools.

A rubric that identifies the criteria for each section of the application follows. These criteria should be carefully considered when writing the application and each applicant should self assess the draft application based on the criteria and revise the application based on the self-assessment prior to submitting it.

Arkansas Department of Education

**2015 Open-Enrollment Public Charter School Application
RUBRIC**

PART A GENERAL INFORMATION

Name of Proposed Charter School:

Eligible Entity Status:

- Public institution of higher education
- Private nonsectarian institution of higher education Governmental entity
- Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

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 Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: 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 thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C3: 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 mission statement that is clear and succinct

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Question

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter,
- Innovations that would distinguish the charter from other schools

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C6: 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 clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C7: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in those areas for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C9: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by charter school, including data on the expected number of students to transfer to the charter school.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C10: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school’s progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C11: 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 describe the random, anonymous lottery selection process.

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C12: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C13: 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 qualifications which will be required of employees.

Evaluation Criteria:

- 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.;
- 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, and
- The staffing plan presented in this section matches the staff members noted in the budget.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C14: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations. If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C16: 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:

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

Fully Responsive

Not Responsive

Concerns and Additional Questions

C17: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility.

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

- Documentation that the school district and charter school officials 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;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C18: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C19: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students.
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

- A plan for involving parents and guardians in the school’s education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C21: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver request; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and fulfilling the charter’s mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C22: 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:

- 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.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future.

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 20, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

Name of Sponsoring Entity: _____

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
- 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. (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 included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive 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.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____ FAX: (____) _____

Email: _____

Charter Site

Address: _____ City: _____

ZIP: _____ Date of Proposed Opening: _____

Chief Operating Officer

of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

The proposed charter will be located in the _____ 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. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

_____ (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The 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 in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

3. Give the mission statement for the proposed charter school.

Applicant Response:

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

6. Describe the educational program to be offered by the charter school

Applicant Response:

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

D) Special education;

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- Children of founding members of the charter school
- Siblings of enrolled students
- No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

12. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

13. Summarize the job descriptions of the school director and other key personnel. Specify the 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 for the school.

Applicant Response:

14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

15. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

17. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

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 and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

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

Applicant Response:

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

**2016-2017
Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
Line#	List Positions				
1					
2					
3					
4					
5					
6					
7	Subtotal:				
8	Fringe Benefits (rate used _____)				
9	Total Administration:				

Regular Classroom Instruction:		2016-2017 No. FTEs	2017-2018 No. FTEs
10	Teachers		
11	Aides		
12	Subtotal:		
13	Teacher Fringe Benefits (rate used _____)		
14	Aide Fringe Benefits (rate used _____)		
15	Total Regular Classroom Instruction:		

Special Education:		2016-2017 No. FTEs	2017-2018 No. FTEs
16	Teachers		
17	Aides		
18	Subtotal:		
19	Teacher Fringe Benefits (rate used _____)		
20	Aide Fringe Benefits (rate used _____)		
21	Total Special Education:		

Gifted and Talented Program:		2016-2017 No. FTEs	2017-2018 No. FTEs
22	Teachers		
23	Aides		
24	Subtotal:		
25	Teacher Fringe Benefits (rate used _____)		
26	Aide Fringe Benefits (rate used _____)		
27	Total Gifted and Talented Program:		

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 _____		
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used _____)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59				
60				
61				
62				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 Total Media Services:				

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75		
76		
77		
78		
79 Subtotal:		
80 Fringe Benefits (rate used _____)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83		
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used _____)		
89 Total Pupil Transportation:		

Food Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90 List Positions				
91				
92				
93				
94				
95 Subtotal:				
96 Fringe Benefits (rate used _____)				
97 Total Food Services:				

Data Processing:

	2016-2017 No. FTEs	2017-2018 No. FTEs
98 List Positions		
99		
100		
101		
102		
103 Subtotal:		
104 Fringe Benefits (rate used _____)		
105 Total Data Processing:		

Substitute Personnel:

	2016-2017 No. FTEs	2017-2018 No. FTEs
106 Number of Certified Substitutes _____		
107 Number of Classified Substitutes _____		
108 Subtotal:		
109 Certified Fringe Benefits (rate used _____)		
110 Classified Fringe Benefits (rate used _____)		
111 Total Substitute Personnel:		

TOTAL EXPENDITURES FOR SALARIES:

112		
-----	--	--

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students _____ x <u>\$6,521.00</u> State Foundation Funding	<u>\$0.00</u>	
2	No. of Students _____ x <u>\$26.67</u> Professional Development	<u>\$0.00</u>	
3	No. of Students _____ x _____ eligible rate* NSL Funding	_____	_____
4	No. of Students _____ x _____ Other: <i>Explain Below</i>	_____	_____
5	_____		
	2017-2018		
6	No. of Students _____ x <u>\$6,521.00</u> State Foundation Funding		<u>\$0.00</u>
7	No. of Students _____ x <u>\$26.67</u> Professional Development		<u>\$0.00</u>
8	No. of Students _____ x _____ eligible rate* NSL Funding		_____
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		_____
10	_____		
11	Total State Charter School Aid:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	_____	_____
13	Federal Grants (List the amount)	_____	_____
14	Special Grants (List the amount)	_____	_____
15	Other (<i>Specifically Describe</i>)	_____	_____
16	_____	_____	_____
	Total Other Sources of Revenues:	<u><u> </u></u>	<u><u> </u></u>
17	TOTAL REVENUES:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

EXPENDITURES

Administration:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
19	V - AD 1 _____	_____	_____
20	V - AD 2 _____	_____	_____
21	V - AD 3 _____	_____	_____
22	V - AD 4 _____	_____	_____
23	V - AD 5 _____	_____	_____
24	Supplies and Materials	_____	_____
25	Equipment	_____	_____
26	Other (List Below)	_____	_____
27	_____	_____	_____
28	_____	_____	_____
29	_____	_____	_____
30	_____	_____	_____
31	Total Administration:	<u><u> </u></u>	<u><u> </u></u>

Regular Classroom Instruction:

2016-2017 Amount:

2017-2018 Amount:

32	Salaries and Benefits		
	Purchased Services - List Vendors Below		
33	V - CI 1		
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		
39	Equipment		
	Other (List Below)		
40			
41			
42			
43			
44			
45	Total Regular Classroom Instruction:		

Special Education:

46	Salaries and Benefits		
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54			
55			
56			
57			
58			
59	Total Special Education:		

Gifted and Talented Program:

60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68			
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:		

English Language Learner Program:

88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	Total English Language Learner Program:		

Guidance Services:

102	Salaries and Benefits		
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	Total Guidance Services:		

Health Services:

2016-2017 Amount:

2017-2018 Amount:

116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:		

Media Services:

130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:		

Fiscal Services:

144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	Total Fiscal Services:		

Maintenance and Operation:

2016-2017 Amount:

2017-2018 Amount:

158	Salaries and Benefits		
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1		
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
166	Other (List Below)		
167			
168			
169			
170			
171	Total Maintenance and Operation:		

Pupil Transportation:

172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
180	Other (List Below)		
181			
182			
183			
184			
185	Total Pupil Transportation:		

Food Services:

186	Salaries and Benefits		
	Purchased Services - List Vendors Below		
187	V - FD1		
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
194	Other (List Below)		
195			
196			
197			
198			
199	Total Food Services:		

Data Processing:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)	_____	_____
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	=====	=====

Substitute Personnel:			
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
215	V - SB1 _____	_____	_____
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	=====	=====

Facilities:			
221	Lease/Purchase Contract for One Full Year	_____	_____
	Facility Upgrades - List Upgrades Below	_____	_____
222	_____	_____	_____
223	_____	_____	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	_____	_____
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	=====	=====

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	=====	=====

Other Expenditures:

List Other Expenditures Below

235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	=====	=====

Net Revenue over Expenditures:

\$0.00

\$0.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment 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, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. 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 open-enrollment 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. The open-enrollment 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 schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment 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 a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment 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.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state 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. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of President of the Sponsoring Entity Board of Directors

Date

Printed Name

OPEN-ENROLLMENT PUBLIC CHARTER RENEWAL APPLICATION INSTRUCTIONS OCTOBER 2015

In accordance with Arkansas Code Annotated § 6-23-307, the authorizer may renew open-enrollment public school charters on a one-year or multi-year basis, not to exceed 20 years. The authorizer may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the school:

- Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- Failed to satisfy generally accepted accounting standards of fiscal management; or
- Failed to comply with this chapter or other applicable law or regulation.

The application for charter renewal must be approved by the governing board(s) prior to being submitted to the Arkansas Department of Education for review and consideration. The board(s) should review the completed application and the assurances.

An application form specific to each charter up for renewal has been prepared. Follow the directions on the form. The Charter Renewal Rubric should be used as a guide in the preparation of responses. The application, with any attachments and the signed assurance document, must be received, via email, by **4:00 p.m., Thursday, December 17, 2015**. Be certain to carefully review all documents and **redact any student identifiable information prior to the submission of the renewal application**.

The application must be sent to the Arkansas Department of Education via email at ade.charterschools@arkansas.gov and to the superintendent of the district in which the charter resides so that it is **received** by deadline. Be certain that the superintendent is copied so that the email address is viewable.

A technical assistance conference call via Zoom will be held on **Wednesday, November 4, 2015, at 8:30 a.m.** At least one charter representative is expected to participate. Following is the information for the call:

Join from PC, Mac, iOS or Android: <https://www.zoom.us/>

Or join by phone:

+1 (415) 762-9988 or +1 (646) 568-7788 US Toll

Meeting ID: TBD

The Charter Authorizing Panel is scheduled to conduct renewal hearings in February 2014. When preparing for the renewal hearing, it is important to note that, in addition to the application, the authorizer may be provided other available reports and documents about the charter including the following:

- ESEA Reports;
- School Performance Report Cards;
- Special Education monitoring documents;
- Accreditation Reports;
- Arkansas Comprehensive School Improvement Plans (ACSIP) and letter of approval;
- Equity Compliance Reports;
- Financial documents as submitted in the Arkansas Public School Computer Network (APSCN); and
- Annual financial audits

**Arkansas Department of Education
Open-Enrollment Public Charter School
Renewal Application Rubric**

Name of School:

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board’s approval of the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL’S PROGRESS AND DESEGREGATION ANALYSIS

Part A: Charter School 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 multiple successes of the charter school during the current contractual period.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 2: COMPOSITION OF THE CHARTER SCHOOL’S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Disclosure Information

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 3: STUDENT AND TEACHER RETENTION

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 4: TEST DATA

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter’s current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current academic goals.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions

Part B: New Performance Goals

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent 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 a 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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 7: WAIVERS

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

Part A: New Waiver Requests

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

Part B: Waivers to Be Rescinded

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

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Additional Questions:

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

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

Fully Responsive <input type="checkbox"/>	Partially Responsive <input type="checkbox"/>	Non-Responsive <input type="checkbox"/>
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Comments and Additional Questions:



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: December 17, 2015



Charter School: **INSERT NAME**

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

Contact Information

Sponsoring Entity:	
Name of Charter School:	INSERT NAME
School LEA #	
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	

Number of Years Requested for Renewal (1-20) _____

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

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

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

Part B: Desegregation Analysis

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

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

Section 2 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

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

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

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.

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

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship

Duplicate this page, if necessary.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All									
Free/ Reduced Lunch									
Two or More Races									
Asian									
African American									
Hispanic									
Native American									
White/ Caucasian									
Special Education									
English Language Learner									

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

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

Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Who Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2011-2012					
2012-2013					
2013-2014					

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.

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

Section 4 – Test Data

Review the following testing data summary, 2012-2014, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

CHARTER OFFICE TO INSERT TEST DATA BEFORE SENDING OUT THE APPLICATION

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/>.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

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

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Goals in Reading

Describe the charter’s progress to achieving each goal and provide supporting documentation that demonstrates the progress.

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Goals in Reading Comprehension

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Goals in Mathematics

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Goals in Mathematical Reasoning

1. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

2. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

3. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

4. CHARTER OFFICE TO INSERT APPROVED GOALS BEFORE SENDING OUT THE APPLICATION

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

Part B: New Performance Goals

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

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

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

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

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If 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.

CHARTER OFFICE TO INSERT AUDIT FINDINGS

Section 7 – Waivers

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

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

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION

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

CHARTER OFFICE TO INSERT WAIVER LIST BEFORE SENDING APPLICATION

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

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.

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

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

If no charter amendments are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

**PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is 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, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment 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.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

(g) Health and safety codes as established by the State Board of Education and local governmental entities.

14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state 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. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of Charter Leader

Date

Printed Name/Position

**Minutes
Charter Authorizing Panel
Wednesday, February 18, 2015**

The Charter Authorizing Panel met on Wednesday, February 18, 2015, in the auditorium of the Department of Education building. Mike Hernandez, Chair, called the meeting to order at 8:30 a.m.

Present: Vice Chair, Dr. Debbie Jones; Ivy Pfeffer; Annette Barnes; Deborah Coffman, Dr. Cody Decker and Dr. Eric Saunders

Absent: None

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

<http://www.arkansased.org/about-ade/charter-authorizing-panel/minutes/archive/2015>

Reports

Report-1 Chair's Report

Mike Hernandez welcomed the members of the panel and the audience.

Consent Agenda

C-1 Minutes – November 19-20, 2014

It was moved by Dr. Saunders, seconded by Dr. Jones and carried unanimously to approve the minutes with minor revisions noted by Ms. Coffman.

Action Agenda

A-1 Consideration of Fountain Lake Charter School High School-Requirement to Report on Progress

It was moved by Ms. Pfeffer, seconded by Dr. Jones and carried unanimously to remove the requirement for Fountain Lake Charter High School to return in the spring with a report on progress.

**A-2 Request for Open-Enrollment Public Charter School Amendment:
Haas Hall Academy, Fayetteville**

Dr. Schoppemeyer presented the amendment requests for Haas Hall Academy to change locations, add the 7th grade and increase the enrollment cap.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Dr. Decker, and carried unanimously to approve the amendment requests.

A-3 Request for Open-Enrollment Public Charter School Amendment: KIPP Delta Public Schools, Forrest City

Mr. Shirey presented the amendment request for KIPP Delta Forrest City Campus to change locations.

A question and answer period followed.

It was moved by Ms. Pfeffer, seconded by Dr. Jones and carried unanimously to approve the amendment request.

A-4 Request for Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy

Dr. Wimberly presented the amendment request for Northwest Arkansas Classical Academy to rescind the waiver of Section 3.03.4 of the ADE Rules Governing Standards for Accreditation.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Dr. Decker, and carried unanimously to approve the amendment request.

A-5 Request for Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy

Dr. Silano presented the amendment request for Ozark Montessori Academy to change locations.

A question and answer period followed.

It was moved by Dr. Decker, seconded by Ms. Pfeffer, and carried unanimously to approve the amendment request with an additional requirement that Ozark Montessori Academy provide the Charter Authorizing Panel with a 5 year financial report at a later date.

A-6 Request for Open-Enrollment Public Charter School Renewal: Academics Plus Charter School

Representatives of Academics Plus presented the renewal application for Academics Plus Charter School.

A question and answer period followed.

It was moved by Dr. Jones, seconded by Dr. Decker, and carried in a 4-1 vote to approve the renewal application for a period of 5 years and without the waiver of section 10.02 of the ADE Rules Governing the Standards for Accreditation regarding class size. Dr. Saunders stated the reason for his vote against the motion was because he would vote to grant the waiver of section 10.02 of the ADE Rules Governing the Standards of Accreditation and grant a longer period of renewal.

A-7 Request for Open-Enrollment Public Charter School Renewal: Arkansas Arts Academy

Representatives of Arkansas Arts Academy presented the renewal application for Arkansas Arts Academy.

A question and answer period followed.

It was moved by Ms. Coffman, seconded by Dr. Jones, and carried in a unanimous vote to approve the renewal application for a period of 3 years without the waivers of section 10.01.4 of the ADE Rules Governing the Standards for Accreditation regarding Planned Instructional Day, and Section 9.03.4.1 Of the ADE Rules Governing Standards for Accreditation, and with an additional requirement that Arkansas Arts Academy return in October with a consent report addressing a plan for literacy and math curriculum, and elementary expertise .

A-8 Request for Open-Enrollment Public Charter School Renewal: Arkansas Virtual Academy

Representatives of Arkansas Virtual Academy presented the renewal application for Arkansas Virtual Academy.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Ms. Pfeffer, and carried in a unanimous vote to approve the renewal application for a period of 5 years without the waiver of Section 9.03.4.5 of the ADE Rules Governing the Standards for Accreditation regarding Vocal and Instrumental Music.

A-9 Request for District Conversion Public Charter School Renewal: Mountain Home High School Career Academy

Representatives of Mountain Home School District presented the renewal application for Mountain Home High School Career Academies.

A question and answer period followed.

It was moved by Ms. Barnes, seconded by Dr. Saunders, and carried in a unanimous vote to approve the renewal application for a period of 5 years with adjustments to the licensure waivers and without the waiver of Ark. Code Ann. §6-18-211 regarding Mandatory Attendance, and without the waiver to adjust the current Keystone curriculum.

W-1 Work Session

The work session was rescheduled to the March 18, 2015 Charter Authorizing Panel meeting.

Adjournment

The meeting adjourned at 5:11 p.m.

Minutes recorded by Sky Bledsoe.



ARKANSAS DEPARTMENT OF EDUCATION

July 14, 2014

Tony Wood
Commissioner

**State Board
of Education**

Sam Ledbetter
*Little Rock
Chair*

Toyce Newton
*Crossett
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Valerie Tatum, Superintendent
Covenant Keepers Charter School
5615 Geyer Springs Rd
Little Rock, AR 72209

Dear Superintendent Tatum:

On July 10, 2014, the State Board of Education (SBE) classified the following school(s) as being in academic distress:

Covenant Keepers Charter School	6044702	46.965%
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Ark. Code Ann. § 6-18-227 enables any student to transfer from a public school or school district classified by the SBE as a public school or school district in academic distress to another public school or school district that is not in academic distress.

Pursuant to Ark. Code Ann. § 6-18-227, for each student enrolled in or assigned to a public school or school district that has been classified by the SBE as a public school or school district in academic distress, a school district shall:

(1) Timely notify the parent, guardian, or the student, if the student is over eighteen (18) years of age, as soon as practicable after the designation is made, of all options available under Ark. Code Ann. § 6-18-227;

(2) Offer the parent, guardian, or the student, if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the SBE as a public school or school district in academic distress. The opportunity to continue attending the public school or school district that is not classified as a public school or school district in academic distress shall remain in force until the student graduates from high school; and

(3) Request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

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

*An Equal Opportunity
Employer*

The parent, guardian, or the student, if the student is over eighteen (18) years of age, must notify the Arkansas Department of Education (ADE) and both the sending and receiving school districts of the request for a transfer no later than July 30 of the first year in which the student intends to transfer. The School Choice application is attached to the Arkansas Department of Education Rules Governing the Arkansas Opportunity Public School Choice Act, which can be found on the ADE's website at the following link:
http://www.arkansased.org/public/userfiles/rules/Current/Opportunity_School_Choice_Rules_Final_September_2013.pdf

The receiving public school or school district may transport students to and from the transferring public school or school district, and the cost of transporting students shall be the responsibility of the transferring public school or school district. A transferring public school or school district shall not be required to spend more than four hundred dollars (\$400) per student per school year for transportation.

Upon the transferring public school's or school district's removal from classification as a public school or school district in academic distress, the transportation costs shall no longer be the responsibility of the transferring public school or school district, and the student's transportation and the costs of the transportation shall be the responsibility of the parent or guardian or of the receiving public school or school district if the receiving public school or school district agrees to bear the transportation costs.

Section 10.07 of the Emergency Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program requires the ADE to review and annually report to the SBE the academic conditions existing in each academically distressed public school or public school district. A public school or public school district in academic distress shall be removed from academic distress only upon a vote of a majority of the quorum present of the SBE and only after the ADE has certified in writing to the SBE that the school district has corrected all criteria for being classified in academic distress.

This letter only serves as a summary of a public school or school district's responsibilities concerning academic distress. We recommend that school district administrators carefully review the laws and rules related to academic distress and opportunity school choice, including without limitation, Ark. Code Ann. § 6-15-428 through 6-15-431; Ark. Code Ann. § 6-18-227; the ACTAAP rules and the Opportunity Public School Choice rules.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

May 1, 2014

State Board
of Education

Brenda Gullett
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Diane Zook
Melbourne

Valerie Tatum
Covenantkeepers Charter School
5615 Geyer Springs Rd
Little Rock, AR 72209

**Re: Academic Distress Notification
(VIA CERTIFIED MAIL)**

Dear Superintendent Tatum:

Pursuant to Ark. Code Ann. § 6-15-428, please accept this letter as notice that the Arkansas Department of Education has identified the following school(s) in the Covenantkeepers Charter School as being in academic distress. The schools meet the definition of "academic distress" as set forth in Section 3.02.2 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.

School Number	School Name	Percent Proficient or Advanced
6044702	Covenant Keepers Charter	46.97%

According to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified as in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period.

Your school district may appeal this determination to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of this notification. You may send any appeal to Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201-1019. Any appeal should contain written justification as to why a school should not be classified as being in academic distress.

If your school district does appeal this identification, the State Board shall hear the appeal within sixty (60) days of receipt of the written appeal in the commissioner's office. In the event of an appeal, you will be provided separate notice of the time and date of the State Board hearing during which the matter will be considered.

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

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Information on academic distress in the ACTAAP Rules can be found at the following link:
[http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP -
Emergency Adoption - Revised April 10.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP_-_Emergency_Adoption_-_Revised_April_10.pdf).

Please note the specific authority the State Board has with regard to a school district in academic distress. (Ark. Code Ann. § 6-15-430; Section 11.0 of the ACTAAP Rules).

Thank you for your attention to this matter. Please contact the Division of Public School Accountability at (501) 682-5891 should you have any questions or require additional information.

Sincerely,



Dr. Tom Kimbrell, Commissioner,
Arkansas Department of Education

cc: John Hoy, Assistant Commissioner,
Public School Accountability
Jeremy Lasiter, General Legal Counsel,
Arkansas Department of Education
Brenda Gullett – Chairman,
State Board of Education
Samuel Ledbetter – Vice Chairman
Joe Black - Member
Alice Williams Mahoney - Member
Toyce Newton - Member
Mireya Reith - Member
Vicki Saviers - Member
Jay Barth - Member
Diane Zook - Member



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

July 1, 2014

**State Board
of Education**

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Little Rock
Chair

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Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Valerie Tatum, Superintendent
Covenantkeepers Charter School
5615 Geyer Springs Rd
Little Rock, AR 72209

Dear Superintendent Tatum:

This is to inform you that schools will be classified by the State Board of Education (SBE) as being in academic distress at the July 10th meeting. The meeting will begin at 10:00 a.m. In addition to other items, all academic distress appeals received by June 9, 2014 will be heard at this meeting.

As required by section 10.04.3 of the Emergency Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, the appeals had to be received within thirty (30) days after the districts received written notification indicating one or more of a district's schools had been identified as being in academic distress.

If you would like to attend, please be aware that parking is limited. You may review the SBE agenda at the following link.

<http://edboard.arkansas.gov/>

Sincerely,

M. Annette Barnes

Assistant Commissioner, Division of Public School Accountability
Arkansas Department of Education

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

cc: **Tony Wood, Commissioner of Education**
Jeremy C. Lasiter, General Counsel

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2011-2013 Three Year Proficiency for Arkansas Schools (49.5% or less)

District Number	District Name	School Number	School Name	Three Year %Prof/Adv	School Year 2012-13 Priority/Focus	School Year 2010-11 %Prof/Adv	School Year 2011-12 %Prof/Adv	School Year 2012-13 %Prof/Adv
7401000	AUGUSTA SCHOOL DISTRICT	7401003	AUGUSTA HIGH SCHOOL	43.428%	Priority	36.2	46.8	47.2
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702706	BLYTHEVILLE HIGH SCHOOL NEW TECH	47.744%	Focus	54.8	48.1	40.7
6044700	COVENANTKEEPERS CHARTER S	6044702	COVENANT KEEPERS CHARTER	46.965%	Priority	42.9	50.4	46.9
3502000	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	28.481%	Priority	30.1	28.4	26.8
2002000	FORDYCE SCHOOL DISTRICT	2002007	FORDYCE HIGH SCHOOL	43.640%	Focus	35.4	48.8	48.5
6201000	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	44.728%	Priority	44.3	51.9	37.9
6201000	FORREST CITY SCHOOL DISTRICT	6201010	FORREST CITY JR. HIGH	46.154%	Priority	38.6	50.1	50.2
6201000	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE	47.519%	Focus	50.2	47.6	44.7
5403000	HELENA/ W.HELENA SCHOOL DI	5403019	CENTRAL HIGH SCHOOL	43.625%	Priority	43.4	36.9	46.6
6001000	LITTLE ROCK SCHOOL DISTRICT	6001052	BASELINE ELEMENTARY SCHOOL	48.251%	Priority	50	52.1	42.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR	41.470%	Priority	39.3	44.1	40.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	40.642%	Priority	40.6	41.8	39.9
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	46.049%	Priority	43.4	52.9	42
6001000	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	43.304%	Priority	39.1	49.5	42.1
6001000	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	40.748%	Priority	39.2	39.9	43.4
5404000	MARVELL-ELAINE SCHOOL DIST	5404032	MARVELL-ELAINE HIGH SCHOOL	48.974%		37.9	57.5	52.4
4713000	OSCEOLA SCHOOL DISTRICT	4713051	OSCEOLA HIGH SCHOOL	47.043%	Priority	36.6	49.8	55.2
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	48.302%	Priority	47.8	53.2	43.4
3505000	PINE BLUFF SCHOOL DISTRICT	3505034	OAK PARK ELEMENTARY SCHOOL	46.429%	Priority	43.1	48.1	48.1
3505000	PINE BLUFF SCHOOL DISTRICT	3505042	PINE BLUFF HIGH SCHOOL	37.380%	Priority	37.7	43.7	31.7
6003000	PULASKI CO. SPEC. SCHOOL DIS	6003102	HARRIS ELEMENTARY SCHOOL	48.790%	Priority	44.9	48.1	54.3
6003000	PULASKI CO. SPEC. SCHOOL DIS	6003123	JACKSONVILLE HIGH SCHOOL	46.877%	Priority	38.6	46.6	58.1
6003000	PULASKI CO. SPEC. SCHOOL DIS	6003125	WILBUR D. MILLS HIGH SCHOOL	45.017%	Priority	41.2	51.9	42.1
5206000	STEPHENS SCHOOL DISTRICT	5206033	STEPHENS HIGH SCHOOL	44.603%	Priority	38.6	47.7	47.7
7009000	STRONG-HUTTIG SCHOOL DISTR	7009049	STRONG HIGH SCHOOL	41.667%	Priority	40.2	41.4	43.6
3509000	WATSON CHAPEL SCHOOL DIST	3509067	WATSON CHAPEL HIGH SCHOOL	47.109%	Focus	49.9	47.6	43.7

Proficiency is 49.5% or less using the calculation: (number of students proficient or advanced for math in the last three years + number of students proficient or advanced for literacy in the last three years) / (the number of math and literacy tests in the last three years)



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

November 25, 2014

State Board
of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Valerie Tatum, Superintendent
Covenant Keepers Charter School
5615 Geyer Springs Rd
Little Rock, AR 72209

**Re: Academic Distress Notification
(VIA CERTIFIED MAIL)**

Dear Superintendent Tatum:

Pursuant to Ark. Code Ann. § 6-15-428, please accept this letter as notice that the Arkansas Department of Education has identified the following school(s) in the Covenant Keepers Charter School as being in academic distress. The schools meet the definition of "academic distress" as set forth in Section 3.02.2 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.

School LEA #	School Name	Percent Proficient or Advanced
6044702	Covenant Keepers Charter	46.64

According to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified as being in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period.

Your school district may appeal this determination to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of this notification. You may send any appeal to Tony Wood, Commissioner, Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201-1019. Any appeal should contain written justification as to why a school should not be classified as being in academic distress.

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

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Page Number 2
Name of Recipient Tatum
Date November 25, 2014

If your school district does appeal this identification, the State Board shall hear the appeal within sixty (60) days of receipt of the written appeal in the commissioner's office. In the event of an appeal, you will be provided separate notice of the time and date of the State Board hearing during which the matter will be considered.

Information on academic distress in the ACTAAP Rules can be found at the following link:

[http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL -
September 2014.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL-_September_2014.pdf)

Please note the specific authority the State Board has with regard to a school district in academic distress. (Ark. Code Ann. § 6-15-430; Section 11.0 of the ACTAAP Rules).

Thank you for your attention to this matter. Please contact the Division of Public School Accountability at 501-682-5891 should you have any questions or require additional information.

Sincerely,

Tony Wood, Commissioner
Arkansas Department of Education

cc: M. Annette Barnes, Assistant Commissioner,
Public School Accountability
Jeremy Lasiter, General Legal Counsel,
Arkansas Department of Education
Samuel Ledbetter – Chairman,
State Board of Education
Toyce Newton – Vice Chairman
Joe Black – Member
Alice Williams Mahony – Member
Mireya Reith – Member
Vicki Saviers – Member
Jay Barth – Member
Diane Zook – Member
Kim Davis – Member



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

November 25, 2014

State Board
of Education

Cynthia Townsend, School Board President
Covenant Keepers Charter School
6004 Baseline Rd.

Sam Ledbetter
Little Rock
Chair

Little Rock, AR 72209

Toyce Newton
Crossett
Vice Chair

**Re: Academic Distress Notification
(VIA CERTIFIED MAIL)**

Dr. Jay Barth
Little Rock

Dear President Townsend:

Joe Black
Newport

Alice Mahony
El Dorado

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Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

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6044702	Covenant Keepers Charter	46.64

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Little Rock, AR
72201-1019
(501) 682-4475
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Page Number 2

Name of Recipient Townsend

Date November 25, 2014

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_September_2014.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf)

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Sincerely,

Tony Wood, Commissioner
Arkansas Department of Education

cc: M. Annette Barnes, Assistant Commissioner,
Public School Accountability
Jeremy Lasiter, General Legal Counsel,
Arkansas Department of Education
Samuel Ledbetter – Chairman,
State Board of Education
Toyce Newton – Vice Chairman
Joe Black – Member
Alice Williams Mahony – Member
Mireya Reith – Member
Vicki Saviers – Member
Jay Barth – Member
Diane Zook – Member
Kim Davis – Member

District Number	District Name	School LEA		Academic Distress Status	2012 - 2014
		Number	School Name		Percent Proficient Math + ELA
7302	BEEBE SCHOOL DISTRICT	7302703	BADGER ACADEMY BLYTHEVILLE HIGH SCHOOL-A NEW TECH	Yes	20.588
4702	BLYTHEVILLE SCHOOL DISTRICT	4702706	SCHOOL	Yes	42.664
4702	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	Yes	49.423
4304	CABOT SCHOOL DISTRICT	4304016	CABOT LEARNING(IALE) ACADEMY	Yes	26.471
6044	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	Yes	46.640
901	DERMOTT SCHOOL DISTRICT	901003	DERMOTT HIGH SCHOOL	Yes	48.562
3502	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	Yes	32.306
6201	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	Yes	43.979
6201	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE	Yes	46.513
6201	FORREST CITY SCHOOL DISTRICT	6201010	FORREST CITY JR. HIGH	Yes	48.240
6601	FORT SMITH SCHOOL DISTRICT	6601005	BELLE POINT ALTERNATIVE CENTER	Yes	28.205
5403	HELENA/ W.HELENA SCHOOL DIST.	5403019	CENTRAL HIGH SCHOOL	Yes	44.666
2603	HOT SPRINGS SCHOOL DISTRICT	2603013	SUMMIT SCHOOL	Yes	28.358
6001	LITTLE ROCK SCHOOL DISTRICT	6001070	W.D. HAMILTON LEARNING ACADEMY	Yes	4.762
6001	LITTLE ROCK SCHOOL DISTRICT	6001068	ACCELERATED LEARNING PROGRAM	Yes	11.111
6001	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	Yes	39.255
6001	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR	Yes	41.360
6001	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	Yes	43.697
6001	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	Yes	44.420
6001	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	Yes	46.041
6001	LITTLE ROCK SCHOOL DISTRICT	6001052	BASELINE ELEMENTARY SCHOOL	Yes	46.208
6001	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	Yes	49.100
3505	PINE BLUFF SCHOOL DISTRICT	3505042	PINE BLUFF HIGH SCHOOL	Yes	38.132
3505	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	Yes	47.782
3505	PINE BLUFF SCHOOL DISTRICT	3505034	OAK PARK ELEMENTARY SCHOOL	Yes	48.276
6003	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003125	WILBUR D. MILLS HIGH SCHOOL	Yes	48.398
6003	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003119	JACKSONVILLE MIDDLE SCHOOL	Yes	48.885
6052	SIATECH LITTLE ROCK CHARTER	6052703	SIATECH HIGH CHARTER	Yes	4.167
7207	SPRINGDALE SCHOOL DISTRICT	7207067	SPRINGDALE ALTERNATIVE SCHOOL	Yes	45.161
5206	STEPHENS SCHOOL DISTRICT	5206033	STEPHENS HIGH SCHOOL	Yes	46.076
7009	STRONG-HUTTIG SCHOOL DISTRICT	7009049	STRONG HIGH SCHOOL	Yes	43.464
3509	WATSON CHAPEL SCHOOL DISTRICT	3509067	WATSON CHAPEL HIGH SCHOOL	Yes	45.221

2013-2014 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
5604000	MARKED TREE SCHOOL DISTRICT	5604018	MARKED TREE MIDDLE SCHOOL	128	102	80.95%	06	08	71.43%	68.37%	61.34%	56.12%
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	525	438	83.43%	06	08	47.14%	44.71%	38.78%	36.19%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001007	DUNBAR MAGNET MIDDLE SCHOOL	669	569	85.05%	06	08	66.46%	63.42%	54.93%	49.19%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	580	494	85.17%	06	08	47.33%	44.14%	41.86%	39.33%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	727	649	89.27%	06	08	45.72%	44.56%	41.25%	40.03%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	192	173	90.10%	06	08	45.86%	45.53%	40.54%	40.30%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	649	588	90.60%	06	08	53.15%	52.01%	50.32%	48.29%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002081	RIDGEROAD MIDDLE SCHOOL	638	588	92.16%	06	08	54.82%	53.61%	45.82%	43.77%

Districts with Similar Demographic Data

Covenant Keepers
Little Rock, Arkansas

Covenant Keepers - Districts with Similar Demographic Data

2013-2014 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
5604000	MARKED TREE SCHOOL DISTRICT	5604018	MARKED TREE MIDDLE SCHOOL	126	102	80.95%	06	08	71.43%	68.37%	61.34%	56.12%
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	525	438	83.43%	06	08	47.14%	44.71%	38.78%	36.19%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001007	DUNBAR MAGNET MIDDLE SCHOOL	669	569	85.05%	06	08	66.46%	63.42%	54.93%	49.19%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	580	494	85.17%	06	08	47.33%	44.14%	41.86%	39.33%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	727	649	89.27%	06	08	45.72%	44.56%	41.25%	40.03%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	192	173	90.10%	06	08	45.86%	45.53%	40.54%	41.30%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	649	588	90.60%	06	08	53.15%	52.01%	50.32%	48.29%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002081	RIDGEROAD MIDDLE SCHOOL	638	588	92.16%	06	08	54.62%	53.61%	45.82%	43.77%

2012-2013 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	652	546	83.74%	06	08	53.95%	51.42%	47.91%	45.54%
7207000	SPRINGDALE SCHOOL DISTRICT	7207054	J. O. KELLY MIDDLE SCHOOL	657	558	84.93%	06	07	76.00%	73.44%	81.30%	80.04%
3505000	PINE BLUFF SCHOOL DISTRICT	3505041	SOUTHEAST MIDDLE SCHOOL	389	332	85.35%	06	07	54.81%	51.85%	57.75%	54.01%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	523	447	85.47%	06	08	51.22%	47.83%	43.71%	39.60%
5440700	KIPP DELTA PUBLIC SCHOOLS	5440702	KIPP:DELTA COLLEGE PREP SCHOOL	320	277	86.56%	05	08	80.07%	78.24%	68.67%	66.30%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	124	108	87.10%	06	08	55.21%	53.76%	39.64%	39.62%
3505000	PINE BLUFF SCHOOL DISTRICT	3505025	BELAIR MIDDLE SCHOOL	298	266	89.26%	06	07	45.55%	43.36%	41.28%	38.67%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001013	HENDERSON MIDDLE SCHOOL	708	634	89.55%	06	08	47.17%	45.30%	36.83%	35.54%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHA	704	634	90.06%	06	08	46.23%	45.39%	35.70%	34.82%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002081	RIDGEROAD MIDDLE SCHOOL	693	631	91.05%	05	08	53.85%	52.02%	56.80%	53.83%
3502000	DOLLARWAY SCHOOL DISTRICT	3502009	ROBERT F MOREHEAD MIDDLE SCHO	308	284	92.21%	06	08	59.17%	57.63%	52.83%	51.04%

2011-2012 School Year

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
7207000	SPRINGDALE SCHOOL DISTRICT	7207054	J. O. KELLY MIDDLE SCHOOL	1,062	849	79.94%	06	07	75.39%	71.76%	78.27%	75.61%
0803000	GREEN FOREST SCHOOL DISTRICT	0803013	GREEN FOREST INTERMED SCHOOL	469	377	80.38%	04	08	86.65%	84.36%	83.80%	82.93%
5604000	MARKED TREE SCHOOL DISTRICT	5604018	MARKED TREE MIDDLE SCHOOL	167	135	80.84%	06	08	75.51%	70.59%	72.11%	68.91%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001007	DUNBAR MAGNET MIDDLE SCHOOL	814	659	80.96%	06	08	73.65%	70.10%	59.54%	52.38%
2603000	HOT SPRINGS SCHOOL DISTRICT	2603020	HOT SPRINGS MIDDLE SCHOOL	501	409	81.64%	07	08	71.08%	67.35%	70.71%	65.36%
6044700	COVENANTKEEPERS CHARTER SCHOOL	6044702	COVENANT KEEPERS CHARTER	154	126	81.82%	06	08	63.64%	63.27%	38.52%	38.18%
5605000	TRUMANN SCHOOL DISTRICT	5605024	TRUMANN INTERMEDIATE SCHOOL7-	225	185	82.22%	07	08	73.79%	69.64%	76.89%	70.65%
3306000	IZARD COUNTY CONSOLIDATED SCHOOL	3306016	IZARD COUNTY CONS MIDDLE SCH	152	126	82.89%	05	08	76.60%	74.36%	59.57%	56.41%
2903000	HOPE SCHOOL DISTRICT	2903011	YERGER JUNIOR HIGH SCHOOL	395	329	83.29%	07	08	66.20%	64.26%	62.73%	58.79%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001009	FOREST HEIGHTS MIDDLE SCHOOL	592	495	83.61%	06	08	55.87%	53.55%	54.16%	51.94%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001062	MABELVALE MIDDLE SCHOOL	713	620	86.96%	06	08	59.90%	57.70%	53.55%	52.69%

Materials sent by Covenant Keepers

Covenant Keepers
Little Rock, Arkansas

TO: Valerie Tatum, Director, Covenant Keepers Charter School

FROM: Charlotte Earwood, Rick Myrick, and Dr. Robert Toney, ADE School Improvement Specialists

Through: Richard W Wilde, ADE School Improvement Unit Program Manager

RE: Review of Academic Distress Review Team Recommendations and Progress

Introduction

A three-member team from the School Improvement Unit of Arkansas Department of Education (ADE) conducted an onsite review at Covenant Keepers Public Charter School on March 6, 2015, at the request of the school's director and school improvement specialist. The purpose of the review was to determine the school's progress toward effective implementation of recommendations provided by ADE following an Academic Distress Review Team visit in the fall of 2014.

Background

Covenant Keepers is a public charter school serving approximately 180 students in southwest Little Rock. Most of these students receive free or reduced meals and/or are identified in at least one additional ESEA Targeted Achievement Gap Group. Under Arkansas's ESEA Flexibility Waiver, Covenant Keepers has been identified as a Priority School for the past three years. Under recently-revised state criteria, the school was additionally identified as Academically Distressed. Teacher turnover is a challenge for the school. The school has downsized from grades 6 – 12 to grades 6 – 8, and this year the director also serves as the school principal. A new external provider was contracted to provide turnaround support for the 2014-2015 school year. A different school improvement specialist was assigned to Covenant Keepers in December of 2014.

School leadership worked in collaboration with external providers during the summer of 2014 to develop a school improvement plan for implementation during the 2014-2015 school year. Later in the summer, Covenant Keepers elected to participate in the state's ACSIP Pilot Project, which required participating schools to focus on specific school improvement indicators that may or may not have been addressed in the original ACSIP document. Given the time and effort put into planning, then developing capacity for effectively implementing initial and Pilot school improvement efforts, some members of the school community were reluctant to embrace recommendations provided by ADE. Working with external providers, school leadership prioritized implementation of efforts previously identified for school improvement while seeking to understand and integrate ADE recommendations into their overall efforts.

ADE Recommendations

1. District and building leadership should realign and clearly define the roles for the leadership team.
2. District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.
3. The leadership team should establish yearly learning goals utilizing student learning data, and then monitor and evaluate school-level learning data at a minimum of twice per month to drive instruction that leads to increased student achievement.
4. Instructional teams should develop a work plan for common units with pre- and post-unit assessments so that student progress could be monitored in 7 to 15 day increments.
5. Instructional teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit.

6. District and building leadership should provide professional development needed in order to fully engage the students in pre- and post-unit assessments. Building leadership should then monitor post-assessments to guide support efforts.
7. The leadership team and instructional teams should review the results of unit pre/post-tests to make decisions about curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)
8. Administration and external providers should establish a means to track progress of implementation of the curriculum, analyze the effectiveness of the curriculum on a quarterly basis based on student growth, and develop a new Priority Improvement Plan or long term plan.
9. The school leadership and instructional teams should establish a focus and support plan to differentiate instruction that is specific to students with disabilities (SWD), English learners (EL) and African American students, given the minimal success that has been made with these ESEA sub-groups.
10. Meet monthly to review the progress of the school related to ACSIP action steps. Revisions to the ACSIP would be appropriate if student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for the SWD, ELL and African American populations.

Process

Members of the Academic Distress Progress Review Team reviewed documents related to the school's improvement efforts prior to the onsite visit. Team members interviewed members of the leadership team and reviewed additional evidence of the school's work to document progress toward effective implementation of ADE recommendations.

Site Review Conclusions

The Academic Distress Progress Review Team identified the following three clear and concise conclusions regarding the school's progress toward effective implementation of the recommendations provided by ADE:

1. During the third quarter, the school leadership team began integrating ADE recommendations into the previously-developed improvement plan and has fully implemented the first recommendation. The roles of the leadership team members have been clearly defined and documented in written form.
2. The school leadership team has demonstrated substantial effort to implement additional recommendations. While these efforts need meaningful refinement, initial work has begun to develop unit pre- and post-tests, to routinely review data to determine progress toward school improvement, to identify students who are not acquiring mastery of curriculum standards, and to review ACSIP action steps each month.
3. In order to build a more collegial relationship, school leadership and members of the ADE School Improvement Unit assigned to provide technical assistance to the school should collaboratively determine and document in writing expectations and timelines for completing tasks and submitting reports.

45-Day Action Plan for Schools in Academic Distress

District: Covenant Keepers Charter School	School: Covenant Keepers Charter School	Principal: Dr. Valerie Tatum	District SIS or External Provider: APSRC
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ADE Assigned SIS: **Chante'le' Williams**

Recommendation:
1. District and building leadership should realign and clearly define the roles for the leadership team.

Description of full implementation of the recommendation: All roles of the leadership team are clarified. Our district's policy specifies the team structure for the school. The district policy (approved by the local board) includes a description of the teams' purposes and how they are constituted. The leadership team has a specific purpose and scheduled time to meet. (Wise Ways 36).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
Obj. 1 District and building leadership should realign and clearly define the roles for the leadership team.	6/30/13	6/30/15	1a. In 2013, Covenant Keepers removed their principal to restructure the leadership team. 1b. At the beginning of the 2014-2015 school year, the leadership team clarified the roles for each member of the leadership team: The Director (Dr. Valerie Tatum) now fulfills the role of instructional leader Responsibilities: -classroom walkthroughs using the Classroom Reflective Form -Analyzing the data from	1. May 2013 2. July 2014-ongoing	1. Dr. Tatum 2. Dr. Tatum	Obj. 1 ___ No evidence of progress ___ Documentation of progress ___ # & % tasks implemented ___ Obj. fully implemented

			<p>classroom walkthroughs</p> <ul style="list-style-type: none"> -One-to-one meetings with teachers at least twice a semester -Oversight of the leadership team as a whole <p>Data Coordinator (Jenna Jones)</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> -NWEA test coordinator -NWEA data analysis and organization -Producing and maintaining the data wall -Holds data talks in weekly PLC teacher meetings <p>Curriculum/Instruction Coordinator (Laurette Whipps)</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> -Lead teacher: liaison between the teachers and leadership team -Leads PLC meetings on Wednesdays and Thursdays -Guides and maintains the integrity of our adopted curriculums (Engage New York and Expeditionary Learning) <p>Support Staff Individual/Registrar (Marquita Hill)</p> <ul style="list-style-type: none"> -Manages financial reports -Manages eSchool -Support staff supervisor 			
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		<p>Discipline Leader (Champ Watson)</p> <ul style="list-style-type: none"> -Maintains the integrity the demerit system -Schedules intervention meetings with parents that include the leadership team. -Implements the policies in the student handbook and communicates with the board for revisions <p>Accountability Leader (Lori Clancy)</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> -recruitment and retention of highly qualified teachers -professional development for teachers and support staff -develop, implement and monitor school-wide policies and programs for both teachers and students. -Standards assurance (HQT status, course compliance, <p>-In the winter of 2015, we created the leadership team role of Student S.O.A.R. Coordinator (Lenard Blocker). S.O.A.R. stands for:</p> <ul style="list-style-type: none"> -Setting Goals -Organizing -Asking Questions -Reflecting On Results 			
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			<p>Responsibilities of this position:</p> <ul style="list-style-type: none"> -mentoring students targeted through Life Strategies Services -Daily mentoring to encourage positive leadership skills in students -Transitions all new students through the S.O.A.R. program for 2-4 weeks -Conducts at-home visits as needed <p>1c. As a leadership team, we completed a book study of Jim Collins' <u>Good To Great</u> with two external provider leadership coaches. These coaches met weekly with the leadership team throughout the duration of the book study.</p> <p><u>Good To Great</u> allowed the leadership team to self-evaluate and align our leadership model with other exemplary leadership teams.</p>	3. 8/1/14-11/20/14	3. External Provider Leadership Coaches (APSRC)	
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Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:

Recommendation:

7. The Leadership Team and Instructional Teams should review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)

Description of full implementation of the recommendation: All teachers develop unit plans in their Instructional Teams during PLC meetings. Teachers create ongoing, formative assessments and use the data from the assessments to adjust the curriculum and instructional plans. They use the data to identify students who need extra help or are surging ahead and need enhanced assignments. (Wise Ways 109).

Objective(s) Only 1 required	Start Date	Date Obj. Compltd	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<p><u>Obj. 1</u> The Leadership Team and Instructional Teams should review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)</p>	<p>10/1/14</p>	<p>6/30/16</p>	<p>7a. The leadership team will provide teachers with ongoing professional development in data-driven instruction. (began June 1, 2014).</p> <p>7b. The instructional teams adopted Engage New York as our math curriculum for all math instruction and Expeditionary Learning for all ELA instruction. (adopted May 1, 2014).</p> <p>7c. The leadership team and instructional team established Wednesday and Thursday as non-negotiable PLC meeting times dedicated to weekly common formative assessment data analysis and action planning. Meetings are held after school.</p> <p>7d. English teachers will provide teachers of other content areas</p>	<p>1a. 6/1/2014-6/30/2015</p> <p>1b. 5/1/2014</p> <p>1c. 10/8/2014-ongoing</p> <p>1d. 10/8/2014-</p>	<p>1a. Lori Clancy</p> <p>1b. Laurette Whipps</p> <p>1c. Laurette Whipps and Jenna Jones</p> <p>1d. Laurette Whipps/</p>	<p><u>Obj. 1</u> ___ No evidence of progress ___ Documentation of progress ___ # & % tasks implemented ___ Obj. fully implemented</p>

		<p>with ELA focus standards for each unit and will inform their colleagues of which ELA standards to support in their lesson planning for the week according to specific needs based on data from weekly common formative assessments, which students participate in on Monday.</p> <p>7e. Teachers attend non-negotiable PLC meetings on Wednesdays for the purpose of analyzing classroom common formative assessment data based on ELA focus standards. During this meeting, teachers discuss data from each class, "red-flagging" students who have scored emerging or are not making progress.</p> <p>7f. Teachers attend non-negotiable PLC meetings on Thursdays for the purpose of adjusting instruction within units based on this week's common formative assessment data. Individualized interventions will be identified and shared with instructional teams and Plus Time teachers during this meeting.</p> <p>7g. After each quarterly NWEA</p>	<p>ongoing</p> <p>1e. 10/8/2014-ongoing</p> <p>1f. 10/8/2014-ongoing</p> <p>1g. 2/11/15-</p>	<p>Kevin Bryant/ Christopher Johnson</p> <p>1e. Laurette Whipps/ Jenna Jones</p> <p>1f. Laurette Whipps/ Jenna Jones</p> <p>1g. Lori</p>	
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		<p>test session, the leadership team and the instructional teams will determine individual computer-based interventions/enrichment based on student data from the most current NWEA test data.</p> <p>7h. All students will receive computer-based interventions/enrichment based on specific needs as determined by common weekly formative assessments and NWEA MAP test scores. These programs include: -Reading Plus (beginner-12th grade level) -IStation (ELA support for 6th grade level and below) -Khan Academy (for math intervention or for students who are surging ahead or in need of advanced assignments) -Rosetta Stone (for ELL students learning English as a second language)</p> <p>7I. Students are placed in Plus Time intervention groups based on quarterly NWEA MAP testing data, or based on survey MAP results when students enroll between two quarterly sessions.</p> <p>7J. Members from the leadership</p>	<p>ongoing</p> <p>1h. 2/11/15-ongoing</p> <p>1I. 7/30/14-ongoing</p> <p>1J.</p>	<p>Clancy/John Scroggins</p> <p>1h. John Scroggins</p> <p>1I. Lori Clancy</p> <p>1J. Lori</p>	
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			team and from the instructional teams will work together to align grade-level instruction in literacy and math.	10/1/14-6/1/15	Clancy	
Narrative/Description of Progress on Recommendation [<i>For ADE SIS to complete</i>]:						

Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

Part I Recommendation Progress

Directions: Using the template below, describe the school improvement and implementation efforts for your building after receiving the Academic Distress Evaluation and Recommendations.

Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

RECOMMENDATIONS	STATUS *Fully implemented *Limited development *No progress	WHERE WE ARE NOW	NEXT STEPS	SUPPORT PROVIDED
<p>1. District and building leadership should realign and clearly define the roles for the leadership team.</p>	<p>Fully Implemented</p>	<p>-removed the principal in 2013- the director (Dr. Valerie Tatum) now fulfills the role of instructional leader -data coordinator (Jenna Jones) -curriculum/instruction coordinator (Laurette Whipps) -support staff individual/registrar (Marquita Hill) -discipline leader (Champ Watson) -accountability leader, which includes professional development, working closely with the external provider, and standards</p>	<p>-continue holding weekly leadership team meetings -book study focused on professional learner communities and better supporting our teachers -ensuring each person maintains their roles</p>	<p>ADE- Roxie Browning from July 1 to December 5 Chante'le Williams- December 16- current</p> <p>APSRC- July 1 until present Barbara Hunter Cox State Representative Bill Gossage Tina Smith Susan Owens- developed the Classroom Walk-Through</p>

Academic Distress School Progress Report

2014-2015



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		<p>assurance (Lori Clancy)</p> <p>-As a leadership team, we completed a book study of Jim Collins' "Good To Great" with State Representative Bill Gossage and former school counselor and curriculum instructional leader Tina Smith of APSRC.</p>		
<p>2. District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.</p>	<p>(see Where We Are Now for specific status)</p>	<p>Work plans for the year: Indistar Indicators given to us by the state (11 required by all schools and Title I schoolwide) and the 3 indicators recommended by the AD Team -Leadership team will assess all 13 indicators by November 1 (fully implemented), and will have plans created for</p>	<p>-Continue realigning the School Improvement Strategy Plan as necessary to support teacher and student needs -Continue to update the data wall as scores change -Continual to develop plans in Indistar with our SIS (Chante'le Williams) and our external provider (APSRC). -As students continue to enroll, making sure the demerit system supports the needs of all students, and making appropriate referrals to mental</p>	

Academic Distress School Progress Report

2014-2015



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		<p>all by March 1 (limited development).</p> <ul style="list-style-type: none">-Continue meeting with our SIS bi-weekly to monitor our established plans (continual process)-Meeting with individual students to discuss their data and work in their student portfolio. (continual process) <p>Products produced:</p> <ul style="list-style-type: none">-Data wall that displays progress toward proficiency (fully implemented and constantly updated)-School Improvement Strategy Plan that outlines all elements of our improvement process (limited development, as it is a	health specialists as needed.	
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Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

		<p>living breathing document)</p> <ul style="list-style-type: none">-Demerit system developed by the discipline leader (fully implemented)-Goal sheets developed by the data coordinator for students to reflect on their scores from their quarterly NWEA tests and to set goals for the next assessment.-Standards Tracking Tool- developed for teachers to monitor mastery of standards and drive instructional planning.Student Led Data Talk Form (and pictures)- We developed this form		
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Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

		<p>to have individual data conversations with students about their knowledge of proficiency and their quality of work in their classes.</p> <p>Classroom Responsive Form – supports classroom walk-throughs, helping the leadership team monitor high-yield instructional strategies with fidelity. This form is shared with the teachers to show overall areas of progress and areas of need.</p>		
<p>3. The Leadership Team should establish yearly learning goals utilizing student learning data;</p>	<p>Fully Implemented</p>	<p>As a school, we set growth goals for each individual student that lead us toward our proficiency goals set in our IMOs. The individual student goals</p>	<p>-Continue teacher data presentations -NWEA test in the spring -Update data wall after NWEA winter test (completed) -Receive data analysis from</p>	

Academic Distress School Progress Report

2014-2015



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<p>monitor and evaluate the school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement.</p>		<p>used are directly from NWEA's research, which are based on nationally-normed scores. Students are expected to meet certain growth benchmarks each time they are assessed. Instead of testing 3 times a year, we now assess students each quarter. This data is analyzed and used to make decisions regarding interventions and class placements. Teachers also use this data to differentiate instruction in their classroom, using the DesCartes Learning Continuum, and the data also alerts the Leadership Team of areas of weakness where teachers need professional development. When students did not meet their growth goals on the first test, parents</p>	<p>Winter NWEA assessment -Continue to ask teachers to differentiate using DesCartes and the latest NWEA data. -Teachers meet with students to set growth goals for spring testing, completing their goal setting worksheet.</p>	
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Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

		<p>were notified and asked to sit through the next testing session to ensure they were taking the test seriously.</p> <p>Teachers give weekly data presentations based on weekly assessments to the leadership team on a rotation to determine progress and to have critical discussions to guide future assessments and instruction. These presentations also help to align assessments to common rubrics based on the Common Core state standards. As the leadership team recognizes errors in teacher data, they give corrective feedback and directives toward improvement.</p>		
4. Instructional	Fully	All teachers give a weekly	-Continue holding PLC meetings	

Academic Distress School Progress Report

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<p>teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit.</p>	<p>Implemented</p>	<p>formative assessment on Monday, based on a Common Core State Standard for literacy, regardless of their subject area. The data is collected and analyzed by the teacher, and brought to the PLC meeting on Wednesday. During this meeting, each teacher presents their data to the group. One scheduled teacher will also present more in-depth data trends they have seen in their classes. These presentations are observed by the leadership team. The PLC reconvenes on Thursday to make teaching and re-teaching decisions based on the data presented at Wednesday's meeting. PLCs drive lesson planning</p>	<p>on Wednesday and Thursday's -Continue monitoring data.</p>	
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Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

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		<p>and areas of focus for the following week. For example, if a 7th grade English teacher notices that student data is showing weakness is the area of citing textual evidence in informational text (RI.7.1), she/he will recommend other teachers in the school to target this standard in their classes the following week. The standard is then reassessed by multiple teachers, and the data is brought to the PLC on Wednesday for discussion.</p>		
<p>5. Instructional teams should develop a work plan for common units with pre-</p>	<p>Fully Implemented</p>	<p>Every teacher (except for P.E.) currently gives students weekly formative assessments every seven days, not just to monitor,</p>	<p>-Continue analyzing weekly formative assessments -Continue to pull reports from computer-based interventions -Will provide parents with</p>	

Academic Distress School Progress Report

2014-2015



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<p>and post-unit assessments so that student progress could be monitored in 7 to 15 day increments.</p>		<p>but to make curricular decisions based on student mastery of Common Core standards. We are also implementing IStation, Reading Plus, and Khan Academy to assess students and monitor progress. The "7 to 15 day increment" recommendation of monitoring has developed past simple compliance and into a complete data monitoring system, which can be referenced above.</p>	<p>feedback on areas of need according to formative assessment data (interim reports, phone calls, parent conferences, etc.) -Provide parents with resources to support instruction at home -Round-Table talks with students who are failing to make academic progress (started in February 2015)</p>	
<p>6. District and building leadership should provide PD needed in order to fully engage the students in pre- and post-unit assessments. Building</p>	<p>Fully Implemented</p>	<p>Susan Owens led the teachers in a book study of Jane Pollock's "Feedback" under the direction of APSRC and the leadership team. The book provided valuable information to teachers on how to create a rich classroom environment where</p>	<p>-Ongoing PD to support formative assessments from Susan Owens (on campus monthly to meeting one on one with teachers) -Individualized PD for teachers based on their needs</p>	<p>-Susan Owens (APSRC)</p>

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<p>Leadership should then monitor the post assessments to guide support efforts.</p>		<p>students are engaged and receiving feedback from the teacher, their peers, and internal feedback. The instructional leader is reviewing lesson plans, interactive student notebooks, weekly formative assessments, and providing teachers with next steps for classroom instruction based on assessment data. The leadership team monitors the data binders where teachers place their Standards Tracking Tool for each week, a copy of the assessment, and the test rubric.</p>		
<p>7. The Leadership Team/Instructional Teams should review the results of unit pre/post tests to make decisions about the curriculum and to make instructional</p>	<p>Fully Implemented</p>	<p>The leadership team has chosen to adopt the use of IStation, Reading Plus, Khan Academy, and Rosetta Stone for prescriptive intervention and enrichment. Math</p>	<p>-The leadership team will begin using data from weekly formative assessments to make recommendations for intervention and/or enrichment. Teachers are already making changes in their</p>	<p>Tina Smith (looks through data binders) Chante'le' Williams (looks through data binders)</p>

Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

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<p>plans and to “red flag” students in need of intervention (both student in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)</p>		<p>tutoring is also prescribed to students who show a need through their weekly formative assessments.</p> <p>NWEA RIT scores are used to place students in appropriate intervention groups by the leadership team, with teacher input. Within the intervention groups, teachers are continuously targeting group goals to move children toward spring growth goals. For students who exceeded their spring goal during winter testing, these students are still challenged to continue moving forward, and our data wall supports this growth.</p> <p>When a new student enrolls, they take a math</p>	<p>classroom based on student needs, and are using data to make these decisions, but the leadership team will begin doing this as well.</p>	
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Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

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		and literacy survey to ascertain their current achievement levels to determine the correct placement to support needs.		
<p>8. Building and District admin, External provider should:</p> <ul style="list-style-type: none"> -Establish a means to track the progress of implementation of the curriculum -Analyze the effectiveness of the curriculum on a quarterly basis based on growth -Analyze and develop a new PIP of long term plan. 	Limited Development	<p>Dr. Tatum (the instructional leader) and Mrs. Clancy (assistant director) meet with teachers one-on-one to track the progress of students and how they are progressing through the curriculum.</p> <p>Engage New York- math curriculum Expeditionary Learning – literacy curriculum</p> <p>After each NWEA assessment, the leadership team looks at growth and measures the effectiveness of the curriculum.</p>	<ul style="list-style-type: none"> -Winter testing just wrapped up: time for the leadership team to look at growth in regards to the curriculum -Continue to provide PD on the interactive notebooks to ensure they are implemented with fidelity and providing other effective ways teachers can use the notebook to support learning. 	<p>Susan Owens-APSRC Other consultants online</p>

Academic Distress School Progress Report

2014-2015



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		<p>Interactive notebooks: Susan Owens introduced this strategy to the teachers in June of 2014, and it has helped students have a better grasp of the curriculum, and has given teachers an effective way to assess students and provide feedback.</p>		
<p>9. District Leadership, Building Leadership Team & Instructional Teams should:</p> <p>Establish a focus and support plan to differentiate instruction which is specific to SWD, ELL and African American students given the minimal success that has been made with these TAGG sub-groups.</p>	<p>Fully Implemented</p>	<p>Students in these individual TAGG sub-groups receive support through the following measures:</p> <ul style="list-style-type: none"> -Computer programs like IStation, Reading Plus, Khan Academy, and Rosetta Stone -After-school tutoring programs for students struggling in mathematics and for ELL students. -Placed in Plus Time groups according to their RIT scores from NWEA tests. 	<p>Mentor Leonard Blocker will be on campus daily to support student wellness.</p>	<p>Kristi Campbell-NWEA differentiation PD</p>

Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

		<p>-Teachers are trained in DesCartes by Kristi Campbell and are shown many resources (rittoresources.com, fortheteachers.com) teachers can use in the classroom to differentiate for various students.</p> <p>-Students who are struggling behaviorally (and thus, struggling academically) are placed with student mentors who meet with them each morning at the start of the school day.</p> <p>-TAGG students are recommended for more intensive after-school programs that offer counseling and mentoring, as well as offer homework assistance.</p>		
	Limited	In our leadership team	We need to discuss the 45-day	-Chante'le'

Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

<p>10. Meet monthly to review the progress of the school related to the ACSIP action steps. Revisions to the ACSIP would be appropriate if student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for the SWD, ELL, and African American population</p>	<p>Development</p>	<p>meetings, we have discussed ongoing progress with our indicators in Indistar and we meet with our school improvement specialist to submit timely reports that reflects evidence toward schoolimprovement trend data.</p>	<p>report with Chante'le', as it will allow us to analyze our school improvement progress in a smaller increments. -Continue building and monitoring plans in Indistar, and looking at the Wise Ways to impact school improvement decisions.</p>	<p>Williams (ADE) -Our external provider (APSRC)</p>
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Put each recommendation inside the report- give status, say where you are now, next steps, and support provided.

Academic Distress School Progress Report

2014-2015



School: Covenant Keepers Charter School

Today's Date: 2/13/15

Part II Improvement Strategy

Directions: Consider the major innovations necessary for removal of the Academic Distress status. On the template below, provide two or three strategies expected to significantly improve student learning. Next, describe the goals and or tasks necessary to assist in accomplishing the strategies. Finally, include the evaluation of each strategy that will be completed by either the building or the district. During the evaluation process, determine the data to be collected as evidence of the strategy improving student outcomes.

Improvement Strategy (Innovation expected to produce significant improvement)	Goals/Tasks & Timeline (Benchmarks to demonstrate progress)	Evaluation Process (District or Building measures to determine the goal is met)
1. Weekly Formative Assessments with the Standards Tracking Tool	1) Develop data binders for specific grade levels/subject areas (math and ELA) 2) Adopt common rubrics for teachers to measure student achievement 3) Teachers assess students weekly on Common Core State Standards 4) Teachers grade and then analyze the assessments, putting the information into the Standards	Our external provider reviews the data binders weekly. These data binders contain the Standards Tracking Tool for each class, a rubric of the test given, and a copy of the assessment. The leadership team attends the Wednesday PLC meetings, tracks data binders, and make connections between weekly formative assessments and quarterly assessments. The leadership team also meets with teachers to monitor their progress in the classroom.

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	<p>Tracking Tool to be presented at the Wednesday PLC meeting.</p> <p>5) Students receive feedback from teachers and provide feedback to the teacher on their areas of growth/need.</p> <p>6) Teachers present assessment data to the rest of the faculty and the leadership team at Wednesday PLC meetings.</p> <p>7) Leadership Team takes note of assessment data and provides feedback and addresses areas of concern.</p> <p>8) During Thursday PLC meetings, teachers use the data presented from Wednesday's meeting to make decisions regarding re-teaching and school-wide needs for the upcoming week. This cycle repeats each week.</p> <p>9) Parents are made aware of weekly assessment data trends and how they can support their child at home.</p>	
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<p>2. Data Talks with Teachers/Students</p>	<p>1) Students participate in Summer and Fall NWEA assessments.</p> <p>2) Students complete a goal setting worksheet with their teacher to analyze their current scores and their growth goal for the next test.</p> <p>3) Before the end of the quarter, students will meet with the instructional leader or her designee to give students an opportunity to share their academic needs and successes through presentation of their portfolio. The students provide feedback on areas of need and their concerns in the classroom. They complete a conference form with the instructional leader, which includes measures the student, parent, and school will take to guarantee the student's success.</p> <p>4) After the Winter NWEA test, each class will visit the data walls in the</p>	<p>We will look at data from each testing cycle to determine student growth.</p> <p>Conduct a survey with students to ask if the student data talks guided them to take ownership of their own achievement.</p>

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	<p>War Room and later have discussions with their teachers regarding their growth progress.</p> <p>5) Students participate in Winter NWEA assessments.</p> <p>6) Students complete a goal setting worksheet with their teacher to analyze their current scores, reflect on previous scores, and determine their growth goal for the next test.</p> <p>6) Incentives are earned by students who meet or exceed their growth goals.</p> <p>7) Students will meet once again with the instructional leader before the Spring NWEA assessment.</p>	
<p>3. Demerit System for Discipline:</p>	<p>1) Research various discipline procedures</p> <p>2) Adopted a demerit system (developed by our leadership team) after a presentation to our school board</p>	<p>The discipline team collects data based on the number of students receiving consequences based on their total amount of demerits.</p> <p>An ongoing report is kept on file with our Dean Of Students and is analyzed by the</p>

Academic Distress School Progress Report

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	<p>3) Revise the student handbook to reflect the new demerit system</p> <p>4) Inform all students and parents of the new demerit system through commitment meetings</p> <p>5) Provide PD for teachers on how to implement the demerit system</p> <p>6) Developed a Excel spreadsheet tool to collect data on demerits for each student</p> <p>7) The discipline team will carry out the terms of the system as laid out in the student handbook</p>	<p>leadership team to determine our progress toward our IMOs.</p> <p>We will give a survey to parents that will help us determine what changes need to be made for the next school year.</p>
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Academic Distress School Progress Report

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Part III Reflection

Directions: After completing the first two components, reflect on the implications of the following.

Professional Development needs of administrative team	Book studies have played a vital role in aligning instructional roles within the leadership team. We are currently reading Learning By Doing, which is based on research on successful professional learning communities (PLCs).
Professional Development needs of instructional staff	-We need to find professional development that supports teachers in classroom management, data analysis and disaggregation, and differentiated instruction.
Community & Family Involvement	We have a parent team that manages monthly incentives to motivate students to continually do well academically and behaviorally. We have been meeting with members of our community (Southwest Hometown Coalition) to invite them into our school to read books, tell stories, and to support teachers in the classroom, as well as mentor students. The leadership team is invited to various events to talk about our charter school and our location in southwest Little Rock.
Resources (funding, time, people, materials)	We know an up-to-date computer lab could benefit our students, as well as making improvements to our wireless internet system. More laptops would allow more of our students to participate in EdOptions (online courses). The longer school days and school year has proven successful for the population of children we serve. Our ELL population is growing (48%), and we need more research-based materials that can support this community of learners.

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Culture & Climate (school and/or district)	We dissolved the partnership with the Pulaski County Juvenile Detention Center to maintain a culture of learning and teaching. This dissolution allowed us to remain focused on educational needs. The removal of our high school gave us an opportunity to focus on 6-8 grade levels of learning.
Other	

Formative Assessment Weekly Guide

Monday:

Assessment Day

-Math teachers

-assess math standards decided by the team the week before based on common assessment data.

-The math instructional team decides on the standards for the week based on our adopted Engage New York curriculum.

-The standards are tracked using the Standards Tracking Tool.

-The common assessment data comes from the weekly common formative assessment tests given.

-ELA and all other teachers

-assess ELA RI and RL standards decided the week before based on common assessment data

-The ELA standards for the week are based on our adopted Expeditionary Learning curriculum. The standards are tracked using the Standards Tracking Tool.

-The common assessment data comes from the weekly common formative assessment tests given.

-The first time a specific standard is assessed it is a **pre-test**. It is formative, and, as such, it informs instruction for the remainder of the week and alerts teachers to individual students who will need additional support inside and/or outside the classroom.

-Next time a specific standard is assessed, and each continual formative assessment of that standard: **post-test**

Tuesday:

Grading assessments/processing data based on common rubrics

-teachers put assessment data into the Standards Tracking Tool

Teachers make adjustments to instruction immediately according to test results.

Teachers do not wait until the next round of lesson plans to adjust instruction.

For anyone who would wish to see Standards Tracking Tool sheets from previous weeks, these are located in a binder in the War Room and are available for review at any time.

Wednesday:

Assessment Feedback

-Teachers hand back assessments to the students for feedback

-The teacher talks to the whole class about common errors (this is due to Feedback book study the Leadership Team facilitated through PD).

-These feedback sessions gives teachers additional insight into which students get it and which students are still struggling and need additional support.

-The rich conversation allows students to reflect on what they are struggling with and gives them the confidence to ask questions and motivates them to embrace the additional support they are offered.

-Students fill out a feedback form, stating what they will work to improve or what they still do not understand.

-Teachers have been given examples of feedback forms, but have the freedom to choose their own feedback forms to use with their classes. These feedback forms are filed with student tests in student portfolios.

PLC after school- Analyzing Data Trends

-Meeting protocol: before the meeting commences, teachers have the three required items in hand (standards tracking tool, copy of the assessment used, and common rubric used for each class) and sign off on an accountability form, indicating the assessment is valid and was carried out with fidelity, and ensures that all required items were completed and turned in on time. A member of the leadership team also signs off on each teacher's form after reviewing the 3 items.

-Mrs. Whipps starts the meeting and teachers go around the table to discuss the common formative assessment data for the week, and can pull individual student tests from portfolios as needed. This is both an opportunity for teachers to spot data trends indicating that a standard should be re-taught (class wide data) and an opportunity for teachers to red flag individuals for additional support inside and outside the classroom.

-Each week, one designated teacher presents in-depth long-term data trends from their classes' weekly common formative assessments.

-This is a chance for the leadership team to ensure quality assurance: making sure each teacher is carrying out high-quality assessments and using the common rubrics with fidelity. The leadership team points out concerns with data during the meeting and corrects teachers in private as needed.

-At the end of the meeting, teachers place these three items in the data binder (math or ELA binder depending on the standard assessed) for each class:

- Standards Tracking Tool
- Copy of the assessment used
- Common rubric used

Thursday:

PLC after school- Intervention Decision-Making

-instructional teams make lesson planning/unit decisions based on assessment data

-ELA team shares focus standards for the next week

-During these meetings, plans are created to address class-wide re-teaching for areas of concern as demonstrated by the data.

-Plans are made to address students who have been red flagged for support in the classroom, during Plus Time, or via computer-based intervention time.

-Decisions are made regarding what standards will be addressed within each Plus Time group for the ensuing week.

-Mrs. Whipps leads the ELA team and Mrs. Jones ensures the protocol is followed. - Mrs. Jones also takes notes at both the Wednesday and Thursday PLC meetings and distributes them to all meeting participants within 24 hours.

Friday:

-teacher collaboration

-lesson planning based on assessment data

-This occurs after school. Teachers have freedom to choose who they wish to work with, using their content as a vehicle to teach the Common Core standards addressed in this week's PLC meetings. Teachers plan for differentiation based on formative assessment results.

Covenant Keepers Charter School



Focus Areas for School Improvement

Board Adopted November 11, 2014

INTRODUCTION

The 2014-2015 Covenant Keepers Charter School, Focus Areas for School Improvement described in these pages was developed through a nine-month-long, collaborative process involving teachers, school leaders, students, parents, and external resources. After thoughtful and thorough review of 2007-2014 ACTAAP, school discipline, perception survey and attendance data, the Covenant Keepers leadership team created this targeted list of focus areas to provide our faculty with not only the guiding principles of school-wide improvement, but also principles essential to guiding individual student success in a very personal, life-changing sense.

This blueprint has been created to address the explicit needs of our cohort of students and is driven by research relevant to students with their statistical similarities. This work is guided, in large part, by the recommendations of the Arkansas Department of Education's Academic Distress Team lead by Dr. Richard Wilde and our External Provider, Arkansas Public School Resource Center. Our APSRC team, lead by Dr. Barbara Cox, includes our leadership consultants Arkansas State Representative and former school administrator, Bill Gossage; our instructional consultant, former curriculum administrator, Susan McKinney-Owens; and our teaching and learning specialist, Kristi Campbell.

This 2014-2016 School Improvement Strategy will be reviewed, evaluated, and amended as needed.

NARRATIVE SUMMARY

These Focus Areas were compiled to support data-driven decision-making and ultimately to disseminate those decisions to our faculty for implementation. We are confident that the goals within the focus areas below are rigorous yet attainable and appropriate, and that the strategies outlined are the essential steps necessary to make our school a more effective place to learn and a more rewarding place to work.

The Focus Areas were developed quite deliberately to address the unique needs of our unique students and to build on the strengths and passions of our organization. More specifically, our strategy was designed to reflect our "hedgehog concept"...

Under the guidance of Bill Gossage, CK leadership participated in a compelling study of the book, *Good to Great* by Jim Collins. In the book, Collins addresses a number of management, personnel, and operational practices, behaviors, and attitudes that are both conducive and antithetical to the transition from good to great. Although the book is primarily concerned with business practices, the theories and ideology within can easily be applied to a school system. Many of the investigations conducted and resulting decisions made by CK leadership have been driven by the principles in this book.

One particular principle driving CK leadership is that of the "Hedgehog Concept". The Hedgehog Concept is based on an ancient Greek parable that states: "The fox knows many things, but the hedgehog knows one big thing." According to Collins, organizations are more likely to succeed if they focus on one thing, and do it well. An organization can find its "Hedgehog Concept" by making three separate assessments. First, it can understand what its people are truly passionate about. Next, it can identify what it does better than anyone else. And last, it can determine where it can have the greatest and most sustainable impact on the organization's long-term success. The intersection of these three findings is where the organization should focus its time and energy to make the biggest, most sustainable impact—it's hedgehog concept.

After much discussion, CK leadership came to realize that our “hedgehog” was student growth--helping below-average students to become good students, good students to become better students, and so on regardless of their socio-economic or ethnic backgrounds. From that defining moment, we had clarified our focus and were ready to proceed with building strategy to support that focus.

THE STRATEGY

The overall objective of our school improvement planning is a greater level of student achievement—specifically growth. To affect real change, however, the process needs to focus on specific priorities that impact achievement. Our analysis of previous efforts (2009—2014) all point to the same problem: lack of said focus. With the help of our book study, we have now found our focus. Additionally, we now understand that an emphasis on clear and simple research-based improvement strategies will propel us toward meeting our goals and realizing that student achievement.

We understand that our students’ performance will improve:

- (1) when their teachers use a rigorous curriculum with curriculum-delivery strategies that reflect an awareness of and responsiveness to the needs of students;
- (2) when teachers use a structured approach to monitoring student growth through effective data analysis that uses frequent formative assessments to guide interventions.
- (3) when the school is fully staffed with committed individuals with a shared vision;
- (4) when the school environment is positive, supportive, and reflects only high expectations;
- (5) when parents are involved in their children’s education; and
- (6) when school leaders are highly visible and supportive in all aspects of teaching and learning.

In developing the school’s Focus Areas for Improvement, leadership worked through each of these focus areas and asked the following questions:

Where are we now? How do we know?	Where do we want to be?	How will we get there?	How will we know we’re there?	How will we stay there?
(Self-assessment)	(Focus Areas)	(Interventions)	(Progress monitoring)	(Sustainability)

Correlating concepts

<ul style="list-style-type: none"> • NWEA test data • Discipline data • Perception surveys • CWTs 	<ul style="list-style-type: none"> • Goal statements for each focus area 	<ul style="list-style-type: none"> • Curriculum alignment • PD • New behavior plan • Data system 	<ul style="list-style-type: none"> • Performance targets • Data points • Perception surveys 	<ul style="list-style-type: none"> • Monitoring checkpoints • One-on-one meetings with teachers • Local board monitoring
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FOCUS AREA FOR IMPROVEMENT (FAI) #1

FAI 1: Curriculum and Instruction

Teachers use a rigorous curriculum with curriculum-delivery strategies that reflect an awareness of and responsiveness to the needs of Covenant Keepers' students

RESEARCH-BASED INTERVENTIONS FOR FAI 1:

Aligned to:

ADE Recommendation #7: The leadership team/instructional teams should review the results of unit pre/post tests to make decisions about the curriculum and to make instructional plans and to red-flag students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)

ADE Recommendation #8: Building and district administration and the external provider should:

- establish a means to track the progress of implementation of the curriculum
- analyze the effectiveness of the curriculum on a quarterly basis based on growth
- analyze and develop a new PIP or long-term plan

School Improvement Indicator IID07: The Leadership Team will monitor school-level student learning data.

School Improvement Indicator IID11: Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

School Improvement Indicator IIIA01: All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.

A. ADOPT PROVEN, RIGOROUS CURRICULUM

English and Language Arts Curriculum

Commissioned by New York State using Race to the Top funds, the Expeditionary Learning curriculum is an open educational resource. Each module correlates with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.

The curriculum includes: grade-specific Common Core State Standards-aligned curriculum plans, standards-aligned curriculum maps and pacing guides, daily lessons, formative and summative assessments and end-of-unit performance tasks with performance rubrics, and teacher and student materials.

The core ELA proficiencies we see being developed include: reading closely for textual details, making evidence-based claims, researching to deepen understanding, and building evidence-based arguments.

One of the components we like best about Expeditionary Learning is that requires ELA teachers to work

with other content area teachers to support text-based reading and writing in classes such as social studies, science, arts, and even computer and health classes. This across-the-curriculum use of close reading and evidenced-based writing is having a real impact on reading comprehension and writing at Covenant Keepers.

Math curriculum

Engage NY Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate CCSS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.

Our daily 90-minute math classes include fluency development, concept development, application problems, student reflection, a substantial remediation period, and exit tickets. The curriculum essentially reflects the organization of math emphases PARCC has created.

B. MANDATE THE IMPLEMENTATION OF RESEARCH-BASED INSTRUCTIONAL DELIVERY PLANS AND METHODS

Covenant Keepers has adopted an instructional planning and delivery method created by Jane Pollock who updated the globally recognized Master Teacher schema by Madeline Hunter. Her method, *GANAG*, is the acronym for a 21st century daily lesson planning schema using the seminal research she and her colleagues (Marzano and Pickering) introduced in *Classroom Instruction that Works*.

The five-stage GANAG lesson planning and delivery schema cues teachers to plan to deliberately teach students to use the 9 high yield strategies every day.

As students use the high-yield strategies daily to engage with the lesson content, they have continual opportunities to seek and receive feedback about the progress they are making toward lesson goals—the standards and daily objectives.

FOCUS AREA FOR IMPROVEMENT (FAI) #2

FAI 2: Assessment and Data Analysis

CK Leadership has developed and adopted a structured approach to monitoring student growth through effective data analysis that uses frequent formative assessments to guide interventions.

Description of FAI 2: Data-driven instruction, when done right, is one of the most powerful tools in a school's arsenal. Covenant Keepers is just now coming to understand that in order to truly use data to drive instruction, it must be systemic and carried out with fidelity.

After much research, we have turned to the work of data and leadership expert, Paul Bambrick-Santoyo. He has shared what works with school leaders and teachers across the nation through his books. We have recently adopted his principles and created a data-driven culture here at CK. Many of the ideas you will find in our building are from his research findings.

RESEARCH–BASED INTERVENTIONS FOR FAI 2:

Aligned to:

ADE Recommendation #3: Leadership team should establish yearly learning goals utilizing student learning data; monitor and evaluate school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement.

ADE Recommendation #4: Instructional teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit.

ADE Recommendation #5: Instructional teams should develop a work plan for common units with pre- and post-unit assessments so that student progress could be monitored in 7 to 15 day increments.

ADE Recommendation #6: District and building leadership should provide PD in order to fully engage the students in pre- and post-unit assessments. Building Leadership should then monitor the post assessments to guide support efforts.

ADE Recommendation #7: The leadership team/instructional teams should review the results of unit pre/post tests to make decisions about the curriculum and to make instructional plans and to red-flag students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)

School Improvement Indicator IE07: The principal will monitor curriculum and classroom instruction regularly.

School Improvement Indicator IG01: The school will monitor progress of the extended learning time programs and strategies being implemented, and use data to inform modifications.

School Improvement Indicator IID07: The Leadership Team will monitor school-level student learning

data.

A. Assessment:

All teachers assess students every Monday based on upcoming focus standards agreed upon collectively. They are also using pre and post assessments to drive instruction in the classroom.

B. Rubric:

All assessments are graded *at the standard level* using a common grading rubric to provide consistency in evaluating student work. These rubrics provide an objective perspective of the quantitative data. They also let students know what is expected of them, and demystifies grades by clearly stating, in age-appropriate vocabulary, the teacher's expectation.

C. Data Tracking Tool:

After data collection, results are placed in each teacher's Data Tracking Tool. Teachers bring this data to PLC meetings every Wednesday at 4:15 to address weaknesses and strengths found in the data.

D. Professional Learning Communities:

PLC meetings are held every Wednesday and Thursday at 4:15 to discuss focus standards and assessment data.

E. Data Binders:

Data binders contain whole group tracking forms, standards tracking forms, NWEA data, Reading Plus/Istation data, module overview, and student grade detail

F. Data System Monitoring:

Teachers and leadership will complete Data System Implementation Surveys quarterly to determine the degree to which the Data System is being employed.

G. Leadership Support:

Leadership will conduct 30-minute support sessions with teachers to identify strengths, challenges, goals, and strategies for classes and individuals.

Below is a detailed look at the data system's weekly cycle:

Monday:

Assessment Day

-*Math teachers*

-Assess math standards (decided on by the team the week before based on common assessment data).

-The math instructional team decides on the standards for the week based on our adopted Engage New York curriculum.

-The standards are tracked using the Standards Tracking Tool.

-The common assessment data comes from the weekly common formative assessment tests given.

-*ELA and all other teachers*

-Assess ELA Reading Informational Text and Reading Literature Text standards (decided the week before based

on common assessment data).

- The ELA standards for the week are based on our adopted Expeditionary Learning curriculum. The standards are tracked using the Standards Tracking Tool.
- The common assessment data comes from the weekly common formative assessment tests given.
- The first time a specific standard is assessed it is a **pre-test**. It is formative, and, as such, it informs instruction for the remainder of the week and alerts teachers to individual students who will need additional support inside and/or outside the classroom.
- Next time a specific standard is assessed, and each continual formative assessment of that standard: **post-test**

Tuesday:

Grading assessments/processing data based on common rubrics

- Teachers put assessment data into the Standards Tracking Tool for individual and class level analysis
- Teachers make adjustments to instruction immediately according to assessment results. Teachers do not wait until the next round of lesson plans to adjust instruction.
- The Standards Tracking Tool sheets from previous weeks are located in a binder in the War Room and are available for review at any time for teachers or Leadership to make comparisons across the unit(s).

Wednesday:

Assessment Feedback

- Teachers hand back assessments to the students for feedback during class.
- The teacher talks to the whole class about common errors (this is due to *Feedback* book study the Leadership Team facilitated through PD).
- These feedback sessions gives teachers additional insight into which students get it and which students are still struggling and need additional support.
- The rich conversation allows students to reflect on what they are struggling with and gives them the confidence to ask questions and motivates them to embrace the additional support they are offered.
- Students fill out a feedback form on the back of their assessment, stating what they will work to improve or what they still do not understand.
- Teachers have been given examples of feedback forms, but have the freedom to choose their own feedback forms to use with their classes. These feedback forms are filed with student tests in student portfolios and reviewed with students or with instructional teams as needed.

PLC after school- Analyzing Data Trends

- Meeting protocol: before the meeting commences, teachers have the three required items in hand (standards tracking tool, copy of the assessment used, and common rubric used for each class) and sign off on an accountability form, indicating the assessment is valid and was carried out with fidelity, and ensures that all required items were completed and turned in on time. A member of the leadership team also signs off on each teacher's form after reviewing the 3 items.
- The Lead Teacher starts the meeting and teachers go around the table to discuss the common formative assessment data for the week, and can pull individual student tests from portfolios as needed. This is both an opportunity for teachers to spot data trends indicating that a standard should be re-taught (class wide data) and an opportunity for teachers to red flag individuals for additional support inside and outside the classroom.
- Each week, one designated teacher presents in-depth long-term data trends from their classes' weekly common formative assessments.
- This is a chance for the leadership team to safeguard quality assurance: making sure each teacher is carrying

out high-quality assessments and using the common rubrics with fidelity. The leadership team points out concerns with data during the meeting and corrects teachers in private meetings as needed.

-At the end of the meeting, teachers place these three items in the data binder (math or ELA binder depending on standard assessed) for each class:

- Standards Tracking Tool
- Copy of the assessment used
- Common rubric used

Thursday:

PLC after school- Intervention Decision-Making

- Instructional teams make lesson planning/unit decisions based on assessment data
- ELA team shares focus standards for the next week with all other teachers (these are Informational Text standards)
- During these meetings, plans are created to address class-wide re-teaching for areas of concern as demonstrated by the week's data.
- Plans are made to address students who have been red flagged for support in the classroom, during Plus Time, or via computer-based intervention time.
- Decisions are made regarding what standards will be addressed within each Plus Time group for the ensuing week.
- The Lead Teacher leads the ELA team, and her partner ensures the protocol is followed.
- The team's designated note taker takes notes at both the Wednesday and Thursday PLC meetings and distributes them to all meeting participants within 24 hours.

Friday:

- teacher collaboration
- lesson planning based on assessment data
- This occurs after school. Teachers have freedom to choose who they wish to work with, using their content as a vehicle to teach the Common Core standards addressed in the current week's PLC meetings. Teachers plan for differentiation based on formative assessment results.

FOCUS AREA FOR IMPROVEMENT (FAI) #3

FAI 3:

The school must be fully staffed with committed individuals with a shared vision

Description of FAI 3: CK leadership has been influenced by the principle found in *Good to Great*, by Jim Collins that says, "...to build a successful organization and team you must get the right people on the bus." It is critical that we get (and keep) the right people on the bus.

Great teaching matters: Bob Marzano, author of *What Works in Schools*, says, "It is clear that effective teachers have a profound influence on student achievement."

Great teaching makes a difference: Charlotte Danielson, author of *Enhancing Professional Practice: A Framework for Teaching*, tells us, "High-level learning by students requires high-level instruction by their teachers."

Great teaching is the key: Mike Schmoker, author of *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, claims, "The single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction."

As leaders and employees who are committed to the success of this school, it's not enough to say that we need to get "the right people on the bus". We must identify who the right people are and create a process that gets them on our bus and in the right seat. So, who are the right people, and how do we find them?

RESEARCH-BASED INTERVENTIONS FOR FAI 3:

Aligned to:

ADE Recommendation #2: District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.

ADE Recommendation #6: District and building leadership should provide PD in order to fully engage the students in pre- and post-unit assessments. Building Leadership should then monitor the post assessments to guide support efforts.

School Improvement Indicator IH01: The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.

School Improvement Indicator ID02: All teams will have written statements of purpose and by-laws for their operation.

A. RECRUITMENT

In order to generate a larger pool of employee candidates, recruitment will become a major factor in every hiring season, but its seeds will be planted long before the season arrives. We will work to promote our school around Central Arkansas so that every potential candidate is aware of who we are

and what we offer our community. We will work with every university's teacher education department and career placement division to communicate our needs. We will network with area education agencies and organizations to communicate our needs.

B. HIRING

The principle of identifying the right people has been underscored with our *Good to Great* book study. Leadership is working together with teachers and students to develop the key characteristics, strengths and traits of each job/position in the school and then creating a benchmark that every potential employee is measured against. In future hiring seasons, we will interview each potential employee and then identify how he or she measures up to the benchmark of the position they are applying for. As a result, we will more definitively be able to identify who the right people are for each job at the school.

We will develop a rubric that looks at each of the following areas:

1. **Personal Characteristics** With representatives from each school group (leadership, teachers, support staff, students, and parents) we will identify several people in our school that we wish we could clone. We will write down their personal characteristics and traits and create a benchmark of the right person for each position.
2. **Professional Characteristics** Next, the group will identify the professional characteristics we wish to prioritize—at a minimum, a focus on each of the following: instructional strategies, content knowledge, credentials, leadership, creativity, etc.
3. **Passion for our students** To the extent possible, we have to ascertain how much a candidate is familiar with the demographics and characteristics of the families we serve. Because we have a high-needs group, each employee must be equipped to meet those needs in a caring and responsible way.
4. **Work ethic** Because this school requires a high degree of commitment and personal responsibility from each employee, and because each position is incredibly demanding, we must make every effort to assess the degree to which each candidate will be able to (and willing to) meet those responsibilities.
5. **Team players** Candidates must be able to demonstrate their willingness to work as part of a team. In our school, very few curriculum, instruction, assessment, or even classroom management decisions are left to individual teachers to make on their own. Most are made by teams of teachers as part of their Professional Learning Communities (PLC's). We strongly believe that PLC teams work far more efficiently than individuals ever could towards advancing our vision of learning for all.
6. **"The proof is in the pudding"**. The next step in the evaluation of teacher candidates is to place them in a classroom for a day and observe all of the indicators previously mentioned.
7. **Teacher vetting**. The final step in our process is having our teacher team meet with the candidate. This is a time for the team to ask questions and decide if they can get behind the candidate—meaning that this is a person they can see fitting in with their team. Equally important, it gives the candidate a chance to ask questions and get a real sense of what it means to work on the team. It is not uncommon for candidates to realize at this point that this is not the place for them after hearing about the expectations and the realities of being part of this team.

C. RETENTION

Once we have the right people on the bus, we must work to keep them there. We will place a more deliberate and individualized emphasis on the following:

1. Professional development
2. Mentorship of new and nearly-new teachers

3. Acclimation of experienced teachers to the CK ways
4. Sincere demonstrations of appreciation and respect for every employee

D. DISMISSAL

We must be diligent, however, in acknowledging that despite our best efforts, not every hiring decision is going to be a good fit. It is noteworthy to mention at this point, that our charter grants us the ability to exercise “at will” employment. While we will work to correct issues that we see a teacher having, we will not allow consistently poor performance to continue, as this is ultimately a detriment to students. In that vein, we have developed a new policy that establishes a 30-day probationary period for new teachers.

FOCUS AREA FOR IMPROVEMENT (FAI) #4

FAI 4:

The school environment must be positive, supportive, and reflect only high expectations

Description of FAI 4: Turning again to Jim Collins, we must pay particular attention when he expresses, “The key lies not in better information but in turning information into information *that cannot be ignored*”. Information ignored for the sake of maintaining staff morale ultimately diminishes the team’s motivation when it becomes clear this information is a “brutal fact” of their reality.

The brutal fact of our reality, to this point, has been that despite the best efforts of every person who has fully committed themselves to this team, we could never quite get our footing to make and sustain great gains. After much reflection and facing the brutal facts, we have determined that our shortcomings can all be traced back to our school environment.

RESEARCH–BASED INTERVENTIONS FOR FAI 4:

Aligned to:

ADE Recommendation #1: 1. District and building leadership should realign and clearly define the roles for the leadership team.

ADE Recommendation #2: District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.

School Improvement Indicator IIIA35: Students will be engaged and on task.

A. Develop, implement, and monitor a new demerit-based behavior system

B. Build time into the school week to support student mentoring and character development in a genuine way

C. Develop a school-wide system of rituals and routines

D. Implement “Earn It”, a culture that rewards hard work

A. Develop, implement, and monitor a new demerit-based behavior system

The CK Leadership team has developed a new behavior system that allows teachers and the discipline team to systematically document behavioral infractions and apply consequences in a timely, consistent, and unbiased manner. Parents are notified of each infraction and the accumulation of demerits so that they remain aware of their child’s status and are given the opportunity to assist us in

correcting chronic misbehavior.

B. Build time into the school week to support student mentoring and character development in a genuine way

Every student will be matched with an adult employee for Friday mentoring sessions. Students will be “drafted” by adults in order to ensure that students are partnered with adults that have built a solid rapport with them. Groups will consist of 5-8 students. Each group will meet every Friday from 3:00—4:00 to discuss any issues they may be having as individuals or issues that might be present school-wide.

Additionally, students who have been “red flagged” for chronic behavior issues will be paired with our Student Leadership Coach for more intensive mentoring.

C. Develop a school-wide system of rituals and routines

A team of teachers and leaders has developed a handbook for CK rituals and routines. This handbook outlines procedures that apply both on the classroom level and on the school-wide level.

Many of the procedures included come from the research of prolific educational writer and teacher advocate, Harry Wong, however the majority of the procedures included come from the collective trial-and-error experiences of our teacher team and are specific to the needs of our school campus.

These rituals and routines have been designed to ensure optimal classroom management and to communicate the high expectations for students. Followed with fidelity, the plan will eliminate chronic issues that hinder the learning experience including: interruptions, lack of supplies, ambiguity in instructions, disorganization, and general misbehavior.

D. Implement “Earn It”, a culture that rewards hard work

To quote Ron Clark, author of *The End of Molasses Classes: Getting Our Kids Unstuck — 101 Extraordinary Solutions for Parents and Teachers*, “Not every student deserves a cookie.”

CK has implemented a reward system designed to recognize the hard work of students who do their best to meet expectations. Not necessarily the students with the highest grades or the best behavior, but those who are making noticeable efforts daily.

Rewards range from the intrinsic (an affirmation or a pat on the back) to the extrinsic (field trips or special privileges). Our goal is to teach students that they must work hard to earn the rewards they seek. We believe it is important for students to be recognized for their efforts, and we also believe it is important for them to see the result of not putting out effort and consequently missing out on what they desire. This cause-and-effect principle is missing from so many of our students’ reality, and we firmly believe that it’s critical for them to acquire this understanding.

FOCUS AREA FOR IMPROVEMENT (FAI) #5

FAI 5:

Parents must be involved in their children's education

Description of FAI 5: “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” That’s the conclusion of **A New Wave of Evidence**, a 2002 report from Southwest Educational Development Laboratory. The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level high school programs
- Pass their classes, earn credits, and be promoted
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Attend a post-secondary education program

RESEARCH–BASED INTERVENTIONS FOR FAI 5:

Aligned to:

School Improvement Indicator IVA01: The school’s Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)

A. Better develop our Parent Involvement program

B. Create a program that teaches parents how to help their students with school work at home

C. Implement an effective parent communication system

A. Better develop our Parent Involvement program

Our parent involvement has historically been low. We attribute this to several factors including:

- the workload and odd work shifts of many of our struggling families;
- lack of transportation of many of our parents;
- communication difficulties of many of our Latino families;
- a general uneasiness that many of our parents have in dealing with teachers and school administrators;
- fear among many parents that they might not be able to help students due to their own lack of academic skills
- and, unfortunately, apathy among many of our parents.

We will offer transportation when parents have an issue with getting to school for events or meetings.

We will continue to work hard to build a good rapport with each family who entrusts us with their child. New families meet with administration upon enrolling their children; parents are greeted daily upon dropping off and picking up their children; teachers are encouraged to communicate regularly and directly with parents for both positive and negative reports.

We have implemented an open door policy that encourages parents to attend class with their child to observe the climate and the work going on throughout the building.

In the past, our parent/teacher group has been lacking as far as enrollment and participation. We are currently working to organize a group that will take a highly visible and highly active roll in the CK culture of parents and students.

B. Create a program that teaches parents how to help their students with school work at home

CK has developed “10th Period: Connecting Families to the Classroom” a family event night engineered to:

- get parents/guardians to the school to stay in the know;
- share tools with parents/guardians to help them work with their children on areas of weakness; and
- connect with parents so they feel comfortable with approaching their child’s teachers with issues or concerns.

C. Implement an effective parent communication system

CK has engaged a parent notification system that uses texts and emails to notify parents of any current, relevant, school wide news. These messages are sent out in Spanish and in English.

CK hopes to keep a Spanish-speaking adult in or near the front office at all times to welcome our Latino families and communicate as needed on behalf of the school and the parents.

All written communications are sent home in English and in Spanish.

We always make translators available for parent meetings with our Latino families.

FOCUS AREA FOR IMPROVEMENT (FAI) #6

FAI 6:

School leaders must be highly visible and supportive in all aspects of teaching and learning.

Description of FAI 6: With the growth and achievement of all students as the focal point of all practices and decisions, the school leadership must rely heavily on the school's teachers. And teachers, the leaders' most valuable assets, require and deserve more than management; they need strong relationships, individual attention, consistent support, fair treatment, and accurate feedback. In short, they need active guidance based entirely upon their own and their collective improvement.

In that vein, we again refer to the Jim Collins theory that when "the right people are on the bus", they are led by self-discipline and exhibit disciplined actions rather than being led by heavy-handed, managerial discipline. It is here that we must make the distinction between discipline and a "culture of discipline". CK teachers, assuming that we have the right people on the bus, will be guided by leaders who support their efforts to teach students and to grow as professionals, as that is their innate desire.

RESEARCH-BASED INTERVENTIONS FOR FAI 6:

Aligned to:

ADE Recommendation #1: 1. District and building leadership should realign and clearly define the roles for the leadership team.

ADE Recommendation #2: District and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting.

ADE Recommendation #3: Leadership team should establish yearly learning goals utilizing student learning data; monitor and evaluate school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement.

ADE Recommendation #6: District and building leadership should provide PD in order to fully engage the students in pre- and post-unit assessments. Building Leadership should then monitor the post assessments to guide support efforts.

ADE Recommendation #8: Building and district administration and the external provider should:
-establish a means to track the progress of implementation of the curriculum
-analyze the effectiveness of the curriculum on a quarterly basis based on growth
-analyze and develop a new PIP or long-term plan

School Improvement Indicator IE07: The principal will monitor curriculum and classroom instruction regularly

A. School leadership must work closely to train teachers on and to monitor implementation of critical mandates such as lesson planning and instructional delivery schema

B. School leadership will constantly seek to professionally develop themselves to stay abreast of current issues, policies, and research findings

C. CK leaders must develop the skills and talents of those around them

A. School leadership must work closely to train teachers on and to monitor implementation of critical mandates such as lesson planning and instructional delivery schema

CK leadership will provide teachers with extensive support in adopting and implementing both their new curriculum and their new instructional delivery schema (GANAG). With the assistance of our APSRC instructional support team, teachers will be exposed to a multitude of practice activities and professional development opportunities highlighting these new concepts.

Additionally, leadership will make collaboration time a priority, so that teachers can work together to effectively comprehend and apply new concepts. Leadership will often be present in PLCs to offer guidance, or merely to offer support.

B. School leaders will constantly seek to professionally develop themselves to stay abreast of current issues, policies, and research findings

CK leaders must be introspective and reflective. They must ask questions and seek answers rather than assuming to know all by virtue of being at the helm of the school. CK leaders must make themselves familiar with current research and best practice, not only in education, but also in other related fields. They must maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for all interests.

C. CK leaders must develop the skills and talents of those around them

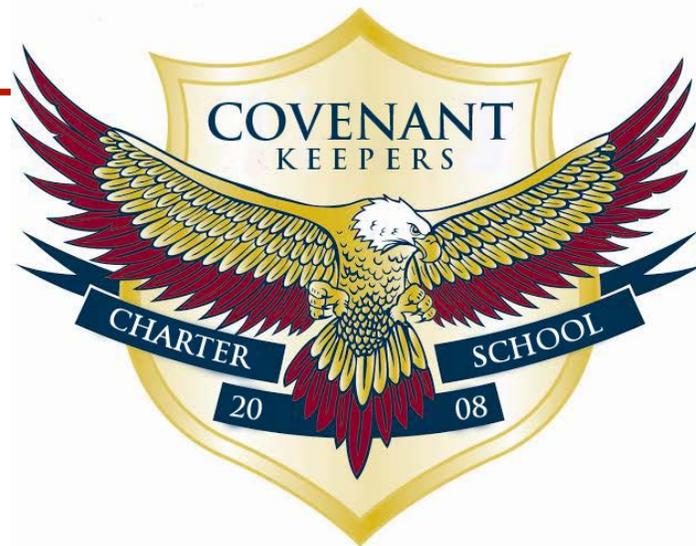
Effective school leaders must work to develop a deep understanding of the talents and skill sets of all employees. Because of our very small leadership team, we all find ourselves “wearing many hats”, and we must look for opportunities to delegate tasks to those who are best equipped to handle them. For example, top leadership has handled roles such as district and school test coordinator, Dean of students, parent coordinator, federal programs coordinator, and data coordinator in the past. Currently, the leadership team has expanded and appointed individuals, who have proven their abilities over the past several years, to handle these roles.

Leadership must engage in shared decision-making with the school community including staff, students, and parents. As both the guardians and reformers of the CK educational system, leadership must ensure that all groups are engaged in a common goal and moving in the same direction. CK leaders must recognize that management skills can be learned, and that they have an obligation to

establish and nurture strategically appointed roles and activities to make certain that other individuals in the district develop as leaders.

Covenant Keepers Charter Data-Driven Instruction

A Structured Approach
to Monitoring Student Growth
through Effective Data
Analysis



2014/2015

One of the main reasons a successful school is successful is because it is "driven by data". Decisions on what happens in the classroom are not made arbitrarily, but are determined by careful examination of interim assessments of students. With this information, teachers are able to craft a classroom experience that helps all students maximize their performance to the point where the school can close the achievement gap.

Data-driven instruction, when done right, is one of the most powerful tools in a school's arsenal. Unfortunately, too many schools don't do it right and have tarnished a great idea. An expert in the field, Paul Bambrick-Santoyo has discovered how to make it work. He has shared what works with school leaders and teachers across the nation through his books. We are in the process of adopting his principles and creating a data-driven culture here at CK. Many of the ideas you will find here are from his research findings.

Data-driven instruction is a precise and systematic approach to improving student learning throughout the year. The cycle of data-driven instruction includes assessment, analysis, and action and is a key component for school-wide support of all student success.

What is Data-Driven Instruction?

Data-driven instruction (DDI), sometimes referred to Data-Driven Decision Making (DDDM), is a system of teaching and management practices that gets better information about students into the hands of teachers. A multitude of schools and districts across the country are seeing substantial improvements in student learning and achievement as they incorporate data-driven practices. Teachers in these schools are finding that intelligent and pervasive uses of data can improve their instructional interventions for students and ultimately improve student learning outcomes.

Data-driven instruction requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results. This packet will introduce Covenant Keepers' teachers and leaders to many of the important tools that teachers and PLCs will need to be effective data-driven classroom instructors.

Essential Concepts

Data-driven educators should be familiar with the essential elements of effective data-driven education outlined in the diagram below. The five major elements of data-driven instruction are:

- acquiring good baseline data,
- as a team, determining measurable instructional goals,
- administering frequent formative assessments,
- active participation in professional learning communities (PLCs), and
- developing focused instructional interventions.

CK teachers and leaders should be continuously asking:

- Where do we want our students to be?
- Where are they now?

- How do we know?
- What are we doing for students who are meeting goals?
- What are we doing for students who are not meeting goals?

As a team, we must set performance goals both at the school level and the student level. (“Where do we want our students to be?”). Student performance tasks show us what our students know and are able to do, and where the gaps are in their learning (“Where are they now?”). Careful analysis of the performance outcomes give us the evidence that we need to draw those conclusions (“How do we know?”), but how do we make sure that we’re using the data from those performance tasks to close those gaps for those who are struggling or enrich learning for those who are ready to move on (“What are we doing for students who are meeting or not meeting goals?”)? Educators in the most rapidly achieving schools cite data-driven instruction as one of the most important factors in helping all students achieve success.

And so our newest CK journey begins. The goal of this packet is to provide all CK teachers and leaders with both the overall vision of how an efficient DDI school should run and the tools to execute this new plan. Please understand that this is long-term solution (through which we should see immediate short-term results) and therefore, implementation will be a process, not a single step. Also, understand that you and your colleagues must equally share the responsibility for uncovering and understanding all of the components within the system. Please do not feel like you have any more or less responsibility based on your content area, your seniority, or your personality type (we all know those who are eager to embrace new concepts and those who are not!).

Below are the most important pieces of the DDI system:

1. People

Teachers

Data-driven teachers understand the importance of utilizing multiple measures, and multiple indicators within measures, when assessing school and student success (Bernhardt, 2004). For example, data from a single administration of a Benchmark reading test do not give teachers the information they need to improve student learning. Information from other assessments, pre-tests, mid-module assessments, post-tests, NWEA tests, and other data are needed for teachers to design appropriate instructional interventions. Similarly, use of a single formative assessment to measure students’ reading progress is not as reliable as using multiple, different assessments to measure the complex concept of student reading. Data-driven teachers need to be savvy consumers of summative assessment data who understand when and how the data can, or can't, inform teacher practice.

Leaders

CK leaders can support the implementation phase of the DDI process by helping teachers understand the five essential elements and by helping staff envision what good data-driven education looks like in practice. As with any other school reform initiative, building staff and organizational DDI capacity takes time. Leaders should work with internal and external sources to create and implement a comprehensive, long-term professional development plan that is designed to ground teachers in the skills they need to be effective data-driven instructors.

2. Collecting and Analyzing Summative Data

Educators in data-driven school organizations are expected to utilize data from yearly summative

assessments to improve student learning. For example, teachers should be able to get the previous year's NWEA reports for baseline analytical and reporting purposes. In other words, educators need to be able to get their hands on the data from yearly summative assessments that will help them improve instructional practice.

Teachers

Once classroom teachers have access to good baseline information, they should work with their administrators to select key indicators of success for their classrooms. In order to do this, teachers need to be well-grounded in assessment reporting concepts so that they can appropriately interpret baseline data. Teachers also need to give ongoing feedback to administrators about the usefulness of the data and/or reports that they are receiving.

Leaders

Leaders should ensure that the data teachers receive is accurate, timely, and in a format that can inform classroom instruction. Leaders also should work with school personnel to design and implement data systems that allow for exploration and reporting of raw data. Data platforms should be useful at both the teacher level and the PLC level for comparing data across grades or content areas. This is particularly important within a school structure like CK's. Most importantly, school leaders must actively help teachers identify key indicators of classroom success, appropriately analyze their data, and then turn those data into strategic pedagogical interventions.



"Before I write my name on the board, I'll need to know how you're planning to use that data."

3. Setting Measurable Goals

Once armed with key summative indicators of classroom success, educators can use those baseline data to identify mastery levels and learning needs of classes, demographic subgroups, and individual students. Data-driven educators then use that information to set measurable year-end instructional goals, which serve as meaningful targets to guide their teaching strategies. These goals are often referred to as **SMART goals**. The acronym stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. An example SMART goal might look something like the following:

The percentage of sixth grade students scoring at grade level or higher on the spring NWEA mathematics test will increase from 54% in Fall 2014 to 72% in Spring 2015.

Focus areas for improvement 1. Number sense 2. Computation 3. Measurement

Data-driven educators recognize that formalized goal-setting can lead to improved student learning outcomes. All SMART goals created by teachers and administrators should have the following six components (with example language from the SMART goal above):

1. A measurable baseline (54%);
2. A measurable target (72%);
3. A specific time frame (Fall 2014 to Spring 2015);
4. Specificity about what is being assessed (percentage of sixth grade students scoring at grade level or higher);

5. Specificity about the method of assessment (spring NWEA mathematics test); and
6. Focus areas that guide future action needed to reach the learning target (number sense, computation, and measurement).

Inclusion of these six components ensures that SMART goals meet the criteria represented by the acronym. SMART goals can be used with common assessments, teacher-made rubrics, and other types of assessments as well as with computer-based tests such as Reading Plus or iSation.

Teachers

Data-driven teachers identify and work toward only a few key instructional goal areas each year. Teachers often are overwhelmed by the multitude of learning needs present in their classrooms and must combat natural tendencies to either create too many goals or to become discouraged and shun goal-setting altogether. Teacher goal-setting should address instructional areas that are both important and strategic. Remembering the Pareto Principle that 20% of activity causes 80% of results is critical at this stage of the DDI process. Evidence from successful data-driven schools shows that strategic focus and success in a couple of key areas commonly carries over and alleviates other instructional and behavioral concerns as well.

Leaders

Leaders should model the goal-setting process. Leaders' goal statements might focus on factors such as discipline, attendance, or students' level of engagement with the teaching-learning process in addition to student learning objectives but should always include all of the essential components outlined above. Organizational goals should be focused on critical school needs and should be referenced frequently and noticeably with teachers, support staff, students, and parents. Leaders also should actively assist teachers as they work to create appropriate, targeted goals for their classrooms and students.

4. Collecting and Analyzing Formative Data

As noted above, data-driven schools have a good sense of where their students are at the beginning of the year (previous summative assessments) and have measurable goals for where they want their students to be at the end of the year (SMART goals). The next step for educators is to implement a system of frequent formative assessments in order to track the progress of their students *during the school year* toward those year-end goals. Simply using baseline data to set measurable year-end goals, without also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, is not likely to result in significant improvements in student learning. This was the basis for many of the ADE Distress Team's recommendations for CK teachers and leaders. They recognized a general, quarterly data tracking system (as evidenced by the War Room data walls), but no formal system was in place to help guide instruction throughout the year to meet our end-goals.

As noted above, effective formative assessment practices, implemented during the school year, have been shown to be a powerful mechanism for improving student learning. Research meta-analyses have shown that good formative assessment has a greater impact on student learning, and on achievement gaps, than any other instructional practice (*Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139-148.*

To realize the instructional power of formative assessment practices, educators also need the opportunity to meet regularly and frequently to have collaborative, data-based discussions about student progress. During these meetings, educators identify emergent patterns from the formative

data and discuss what the data tell them about students' progress toward year-end learning goals. Teachers can then collaboratively identify appropriate instructional interventions that can be implemented during the next instructional cycle and collectively commit to implementing those interventions. These types of *professional learning communities* have been shown to have major impacts on student achievement and teacher satisfaction

Covenant Keepers Data Process



Teachers

Data-driven teachers utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers in the PLCs. Other key skills of data-driven teachers include knowledge of relevant assessment literacy concepts (in order to appropriately interpret formative assessment data), the ability to engage in root cause analysis to identify appropriate instructional interventions, and the capacity and willingness to work effectively with other staff on shared instructional problems and solutions.

Leaders

Leaders must recognize that the driving engine behind substantial improvements in student learning outcomes is a strong system of formative assessment, coupled with the opportunity for teachers to collaboratively make sense and act upon the formative data they receive (time for PLCs). Too many

school systems are focusing on summative baseline data because of the track NCLB had us on and are realizing only later that a primary reason they are not obtaining desired results is because they lack a feedback loop that allows teachers to receive information, before the end of the school year, about the success or failure of their instructional interventions. That's exactly the position CK finds itself in, and that is why leadership is enacting this change.

5. Making Changes

Data analysis is meaningless if it does not result in meaningful instructional change. Data-driven educators are able to use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning. These interventions should be aligned with CCSS, state standards, school curricula as well as content-specific, developmentally-appropriate best practices. Teachers should work with our resources to identify effective, grade-level instructional practices for their subject areas.

Many teachers feel disempowered and fatalistic about their ability to significantly impact student learning outcomes. Many teachers feel that the academic success of their students and schools is dependent upon the input characteristics of their students and families—things out of our control. Other educators, however, believe that collaboratively they can have powerful impacts on student learning. These latter schools, which are recognizing that they can make a difference and are strategically and intelligently redesigning instructional and organizational practices to support student learning, are the ones that are closing achievement gaps and succeeding in this new era of accountability. This is where we now strive to be as a school with the implementation of the CK Data System. Schools that continue to struggle are those that place the bulk of the responsibility for student learning, and the blame for the lack thereof, on students and families rather than accept the fact that many classroom practices and school structures could be changed to better facilitate student achievement.

Teachers

Confucius noted that a journey of a thousand miles starts with a single step. While teachers may not be able to address the often-overwhelming problem of low student achievement all at once, they can take small steps that together add up to big improvements over time. Teachers can work with leaders and CK external resources to implement effective teaching practices and to design and implement teacher-driven action plans.

Leaders

Teachers will need help identifying and implementing new research-based curricula and teaching practices. Leaders can effectively support teachers by connecting them with appropriate training opportunities and instructional experts (primarily through our experts at APSRC and ABC). Continual attention to teachers' motivational and pedagogical concerns is another key role for leaders during this stage. Teachers, like most professionals, can be highly resistant to changes in their daily practice. Leaders must help teachers recognize what is working (and what is not) in their classrooms and vigorously support their faculty as they transform ineffective instructional practices into those that result in desired outcomes.

6. Data Transparency and Safety

Information transparency is a necessary condition for successful data-driven education. Data-driven decision-making practices are only possible in school climates where data are valued and visible. In many data-driven schools, graphs, tables, and other indicators of data usage permeate the school

environment. Discussions about data are frequent and analysis of student data is considered to be integral to the teaching and learning process.

Students and parents can be important allies in this process. Rather than serving as gatekeepers, and hindering access to student learning data, educators should strive to ensure that relevant data are accessible to parents and students in order to enlist their buy-in and support. Many times data will need to be made anonymous in order to comply with data confidentiality requirements. In some schools, teachers are finding that having students track their own learning progress increases their buy-in and motivation and illustrates that significant learning growth can be achieved regardless of students' initial starting points.

Educators can use communications such as notes home, website posts, and other mechanisms to disseminate status and progress information on key summative and formative assessment indicators to parents and students. Teachers and administrators should utilize data to celebrate instructional progress and successes as well as to address continuing gaps or needs.

Teachers

Like others, educators are naturally hesitant to have negative results exposed publicly. One of the key lessons from successful data-driven organizations, however, is that teachers and administrators must confront the often-brutal truths about their performance, and the reasons underlying lack of progress, if substantial progress is to occur. Educators can't address student needs if they don't know what, how significant, or how extensive those needs are.

Data-driven teachers view data as feedback, not as indictments. They use data to inform pedagogical modifications and actively seek out more data to judge the success of those changes. Data-driven teachers also are willing to discuss their instructional strengths and weaknesses with peers in order to facilitate shared communities of practice that are focused on individual and organizational learning. By recognizing and acting upon the fact that all educators, like students, have areas in which they could improve, teachers can be models of life-long learning for the students that they serve.

Leaders

One of the most important things leaders can do to foster data-driven educational practices is to facilitate school climates where it is professionally and emotionally safe to look at student data. Teachers will resist using data if they feel that the information will be used against them for evaluative or punitive purposes. This is especially true for teachers who are newcomers to data-driven education. Ultimately, teachers need to collaboratively examine classroom-level data so that they can identify and learn effective instructional techniques from each other. In a school where a climate of data safety exists, data are used to highlight faculty strengths and structure professional development opportunities rather than to identify weaknesses and blame teachers. School leaders bear the primary responsibility for fostering these kinds of climates.

7. Alignment for Results

One of the most difficult challenges for teachers and administrators is making the mental paradigm shift from existing practice, which commonly emphasizes process and delivery, to a mindset dedicated to the achievement of results. Successful data-driven educators recognize that accepting greater responsibility for student learning can result in improved student learning outcomes.

Results-driven educators assess all educational practices in light of their impacts on student learning. Any instructional practice, organizational structure, or school program that hinders student success is reexamined and redesigned. Even successful practices are examined to see if they can be improved.

Results-driven educators understand the importance and impact on student learning of continuous and progressive improvement, and recognize that even small improvements add up over time to become large ones. This latter point is particularly important, because ambitious long-term goals like “achieving 100% proficiency” can be disabling rather than motivating.

Instead of teachers individually selecting the content and direction of their professional development plans, teachers and leaders should work together to ensure that professional development opportunities are aligned to student and school learning needs. Similarly, curricular design and delivery also should be aligned to meet these needs. In results-driven school systems, all processes and programs are designed to facilitate maximal student learning: the guiding paradigm is “If it’s not working, why are we doing it?”

Teachers

Teachers who have incorporated a results orientation into their instructional practice continually seek out evidence about the success or failure of their pedagogy. Ineffective strategies are discarded, and successful strategies are tweaked or modified to achieve even larger learning gains. Data-driven teachers exhibit a constant dissatisfaction with the status quo and continually strive for further improvement, even when already exhibiting high levels of success. These teachers also are willing risk-takers who understand that trying something new and different may be the only path to improved outcomes.

Leaders

A results-oriented school system incessantly asks, at every level of the organization, five questions:

- Where do we want our students to be?
- Where are they now?
- How do we know?
- What are we doing for students who are meeting goals?
- What are we doing for students who are not meeting goals?

Leaders in successful data-driven schools ensure that these questions continually guide classroom instruction and organizational decision-making. Data-driven leaders also align, and help teachers connect with, necessary resources to facilitate effective educational interventions.

Conclusion

Mike Schmoker (1999) has said that if educators constantly analyze what they do and adjust to get better, student learning will improve. By focusing initially on small, rapid improvements and then building upon those toward an ongoing process of continuous reflection about classroom instruction and student learning outcomes, teachers across the country are significantly impacting student achievement. When these teachers also are able to participate in professional learning communities and collaboratively identify and implement effective, strategic instructional interventions, their schools are not only surviving this new wave of accountability but indeed thriving in it (see, e.g., Supovitz & Klein, 2003).

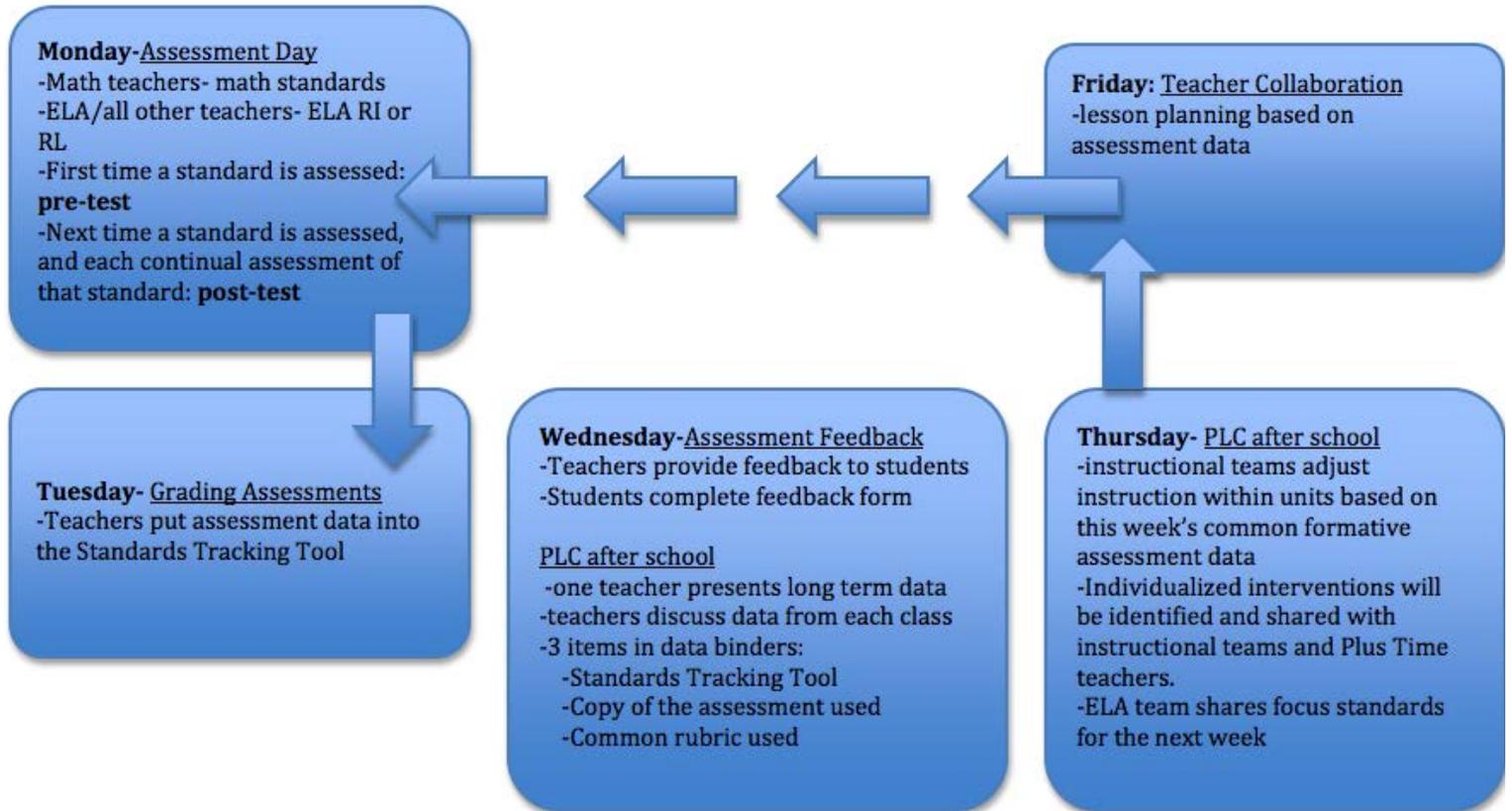
Resources are listed below.

Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye on Education. [available at <http://www.eyoneducation.com>]

Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. [particularly pages 1-55; available at <http://shop.ascd.org>]

Supovitz, J. A., & Klein, V. (2003). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement*. Philadelphia, PA. [available at <http://www.cpre.org/Publications/AC-08.pdf>]

Below is snapshot of how our Data System will work. Note: Updates will be made this spring (2015) which will include procedures/documents for summer and 1st nine weeks of 2015/2016.





Professional Development: Data-Driven Analysis And Action Planning

KEY PRINCIPLES FOR LEADING ANALYSIS MEETINGS:

- Let the data do the talking
- Let the teacher do the talking (or push them to!)
- Always go back to specific questions on the test
- Make explicit, detailed action steps & ensure that they happen in the classroom

PRE-CURSORS FOR EFFECTIVE ANALYSIS MEETINGS:

Before Giving Interim Assessment:

- **BEFORE THE UNIT BEGINS:** Teachers review assessment and (backwards) plans towards the rigor of those assessments
- **A FEW DAYS PRIOR:** Teacher predicts performance on each assessment question (% correct)
- **PD:** Teachers receive model of how to do assessment analysis and complete action plan, and they see protocol for effective analysis meetings

Immediately Following Interim Assessment:

- **TEACHER ANALYSIS PLC (WEDNESDAYS):** Teachers do analysis of results prior to meeting, trying to answer fundamental question: why did the students not learn it?
- **TEACHER ACTION PLANNING PLC (THURSDAYS):** Teachers complete action plan
- **LEADER SUPPORT MEETING (30 MINUTES):** Leader analyzes teacher results, analysis and action plan:
 - Determine which standards require deeper analysis or more effective, explicit action steps
 - Prepare questions to get the teacher to improve analysis and/or action steps

Content Expertise: If the teacher or leader lacks deep content knowledge

- If Leader is lacking: identify expert within/outside of school to call on for extra support
- If Teacher is lacking: leader should be ready to coach them about effective techniques



Professional Development: Effective Analysis of Assessment Results

MAKE A SOLID HYPOTHESIS: Look at Specific Questions:

- Did students all choose same wrong answer? Why or why not?
- What misunderstandings are revealed: what do you think students were doing wrong here?
- What are all the steps students needed to be able to do to answer this question correctly? Where does it seem the student mastery broke down within those steps?

Look Within Standards:

- On questions that measured the same standard: were students better on some questions than on others?
- If so, what are the differences in difficulty between those questions? Why did students do better on one question than on another?

Compare Similar Standards:

- Do the results on one standard influence the other?

TEST YOUR HYPOTHESIS:

- Review written student work—do their errors match my hypothesis of why they are struggling?
- Ask students how they solved the problem—do their errors line up with your hypothesis?

MAKE EXPLICIT ACTION STEPS:

- Explicit Instruction: What would I have to teach to overcome these misunderstandings? How will that teaching be different than the last time?
- Assignments/Activities: What activities/assignments will students need to practice this new skill to the point of mastery?
- Assessment/Check for Understanding: Where will I build in assessment/checking for understanding during the lesson itself?

REPEAT THE PROCESS FOR STRUGGLING & SPED STUDENTS:

- Sort data by students' scores—are there questions that only the struggling students are getting wrong?
- What are all the steps the students need to take to answer these questions correctly? Which of these steps need to be made more explicit to the students?
- What sort of practice do the students need to master this standard—heavy repetition of computational skills? Following a multi-step protocol?

Second Line of Action—In-Class Support:

- What are the standards that will be reviewed/taught for the whole class?
- Are the struggling students' misunderstandings different than the rest of the students on these standards?
- What additional support/steps will the struggling students need when these standards are being reviewed?



Professional Development: Data Analysis and Action Planning PLCs

Data can give us the answer to **two important questions**:

How many students are succeeding in the concepts I teach?

Within those concepts, what are the areas of strength or weakness?

The answers to these two questions set the stage for targeted, collaborative efforts that can pay immediate dividends in achievement gains.

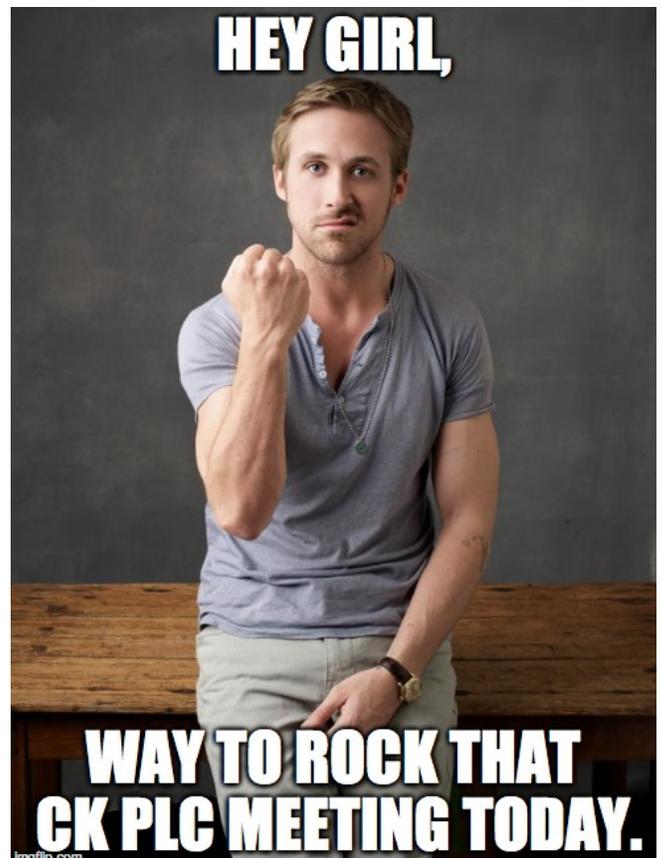
Turning Weakness into Strength

After your teacher team has set a goal, you can turn to the next important question: Within the identified subject or course, where do we need to direct our collective attention and expertise? In other words, **where do the greatest number of students struggle or fail within the larger domains?** For example, in English, students may have scored low in writing essays or in comprehending the main ideas in paragraphs. In mathematics, they may be weak in measurement or in number sense.

Every well-designed assessment provides data on areas of strength and weakness. After team members identify strengths and weaknesses, they can begin **the real work of instructional improvement: the collaborative effort to share, produce, test, and refine lessons and strategies targeted to areas of low performance, where more effective instruction can make the greatest difference for students.**

Teachers do have data, such as Individual Education Plans (IEPs), grades, and test scores. Though such individual data are useful, they are seldom converted into the kind of group data that is necessary for more formal and collective reflection and analysis. Even such easily gathered, conventional data are seldom collectively analyzed to help teams or schools find better ways to address collective problems. They should be.

Teachers tend to evaluate students individually and reflect on how to improve class performance less frequently. Often educators do not seek to identify and address patterns of success and failure, which can have broad and continuous benefits for greater numbers of children. Not focusing on patterns is unfortunate, because the **real power of data emerges when they enable us to see--and address—patterns of instructional program strengths and weaknesses, thus multiplying the number of individual students we can help.**



3 Big Ideas and 4 Crucial Questions

Big Idea #1: Ensuring That Students Learn

Big Idea #2: A Culture of Collaboration

Big Idea #3: A Focus on Data

4 Primary Questions

1. What do we want our students to learn?
 - CCSS/PARCC emphasis
 - Driven by effective collaboration
2. How do we know if they have learned?
 - Data derived from common assessments
 - Driven by effective collaboration
3. What do we do if they have not learned?
 - Systematic interventions
 - Driven by effective collaboration
4. What are we doing to extend learning for those students who *have* learned?
 - Systematic interventions for ALL levels
 - Driven by effective collaboration



Professional Development: Team roles in data analysis and action planning PLCs

Action Planning PLCs

The group must establish norms, meeting guidelines, and protocols. ***This time is for collaborative planning, and independent work is not permitted.*** The smallest allowable group is two people. In the beginning, the literacy facilitator will organize the planning. After the group norms are established, all of the roles in the collaborative group can rotate. Planning for a larger group can rotate by subject area, with all teachers collaborating in lesson and assessment design, even though they are not currently teaching the subject under consideration.

Prepare an agenda and decide on team roles (e.g., timekeeper, facilitator, recorder). Inform appropriate school leaders of the schedule. They may need to know what groups will be meeting and what focus is planned.

Keep to the agenda, and eliminate announcements that are not critical to the process.

Establish time limits for discussion. Teams can probably complete business in a 45-minute session. A time limit will help to keep the process focused.

Protocol

1. **Follow Up:** Begin with follow-up from the last collaborative planning meeting. Engage members in a concise discussion of what worked, what did not work, and how strategies can be refined. This can be done in 5 minutes.

Then...

Complete steps 2 and 3 in approximately 10 minutes. (The process will move faster with practice.) The goal for a 45-minute session would typically be to align standards with accompanying assessments for two units.

2. **Chief Challenges:** Identify and discuss a math/literacy standard where students need to improve their skills (a relative weakness) that you plan to teach in the next unit. This ought to reflect the most urgent instructional concern, problem, or obstacle to progress (what does the data say?).

Teachers should use data that are relevant for their own students, including, but not limited to, NWEA reports, classroom level assessments, 2014 ACTAAP reports, Reading Plus reports, teacher-made assessments, IEPs, and grades.

3. **Non-math and literacy** teachers briefly share the general focus of their upcoming units. Brainstorm how the standards discussed in #2 above might be embedded into the content discussed in #3.

4. Each teacher rough out an assessment of the standards discussed in #2 and #3 above for the upcoming unit you plan to teach (or review if the assessment is embedded in your curriculum). **Identify what goes into an assessment of the standard by brainstorming the skills tied to the**

standard on which the data says you need to focus. (10 minutes)

From the brainstorm, identify the crucial skills needed to master the standard. The assessment doesn't have to be polished at this point, but the design should be specific enough to show exactly what students will have to do to demonstrate that they have mastered the standard. Be sure you require students to do more than retrieve factual information. Make sure they will be required to demonstrate higher-order cognitive processes, such as application, understanding, analysis, and synthesis.

5. 15 minutes. Rough out a lesson designed to help as many students as possible succeed on the assessment. If your lessons are embedded in your curriculum, try to identify trouble spots that might prevent your students from fully reaching mastery of the standard(s). Sketch the sequence and content of the lesson. **Identify how INBs can be used to help master the standard.**

Anticipate obstacles to learning and brainstorm ideas to negate those obstacles.

6. Before the next planning session, team members teach the lesson to their classes and use the common assessment they've designed to determine what students have learned. Teachers summarize results for their own classes. They look at more than grades. They reflect on patterns. What concepts/skills did students master? What concepts/skills were difficult for many students? What needs re-teaching or further development? Where do they need to focus next? (see #1 above)

7. At the beginning of the next collaborative planning session (or sooner, if there is opportunity), teachers compare results and analyses with those of the other teachers in their group.

Facilitator

A facilitator skillfully helps a group of people understand their common objectives and steers the plan to achieve them without personally taking any side of the argument. The facilitator assists the group in achieving a consensus on any disagreements that pre-exist or emerge in the meeting to create strong basis for future action.

Some of the things facilitators do to assist a meeting:

- Helping participants show up prepared to contribute
- Codifying the purpose, scope, and products of the meeting
- Keeping the group on track to achieve its goals in the time allotted
- Either providing the group or helping the group decide what ground rules it should follow and reminding them of these when they are not followed
- Reminding the group of the objectives or required products of the meeting or session
- Setting up a safe environment where members feel comfortable contributing ideas
- Guiding the group through processes designed to help them listen to each other and create solutions together
- Asking open-ended questions that stimulate thinking
- Ensuring the group doesn't settle for the first thing that they can agree on because they find it painful to go on disagreeing with each other
- Offering opportunities for less forceful members to come forward with contributions
- Ensuring that actions agreed upon by the group are assigned to individuals

Timekeeper

A timekeeper is someone who skillfully keeps the meeting on a schedule. Effective, time-efficient meetings are fast paced and productive. The timekeeper moves the group through the different parts of the meeting. The chief challenge is to keep members on track with clear concise statements lasting no more than 20 seconds during the brain storming section. Below is a suggested guideline of each

part of the meeting.

Recorder

The recorder writes all ideas where participants can see, possibly on a white board. The recorder may question participants for clarity. Actions agreed upon by the group (the assessment and lesson plan) are recorded for all to see and are assigned to individuals. The recorder also completes the Team Log and distributes it according to protocol.

Brainstorming Guidelines

The purpose of brainstorming is to produce as many good ideas as possible in a fast-paced, positive setting. This step in a focused improvement meeting includes the following:

7. Assign a recorder to ensure that the group keeps accurate notes of each idea or strategy.
8. State the purpose or desired result of the team meeting, preferably in writing.
9. Write each idea on a white board.
10. Offer each person in the group **in consecutive order** the opportunity to contribute one idea or strategy.
11. Keep each person's remarks as succinct as possible by limiting comments to 20 seconds or less.
12. Do not criticize or discuss of ideas or strategies at this time.
13. Expect to "piggyback" or build on each other's ideas to generate the best strategies.

Warm and Cool Feedback

There are two types of feedback in this process. The first one is "Warm" feedback. This feedback is termed warm because it is supportive in nature. Warm feedback may include comments about how the work presented seems to meet the desired goals and generally consists of supportive statements.

The second one is "Cool" feedback. Cool feedback is more critical. It may consist of concise essential questions that are both supportive and challenging. (i.e. "Where are the gaps?"; "What are the problems here?") "I wonder what would happen if you tried this," is more acceptable than, "I think you should have..." or, "Why didn't you....?"

Rewards, Recognition, and Celebration

Rewards, recognition, and celebration are important motivators. These three things are indispensable elements of effective collaboration. As we practice collaborative planning with common formative assessments, we have to celebrate small achievements. When data from common assessments show even small gains, we need to recognize and celebrate that. Brainstorm ways to communicate those gains school-wide.

Accountability

Groups will keep brief minutes of who was present/absent and the topics that were covered. They may either describe or attach lesson plans and common assessments. A basic format for minutes is included in this guide.

Administrators are expected to conduct walk-throughs on the Action Planning PLC sessions. Expect them to stop by and listen for a few minutes.



Test Analysis Worksheet

1. List the five “easiest” items in terms of the percentage of students giving the correct answer. List in descending order, highest first. List each item number and its topic standard. If too many ties, choose items closest to the **end** of the test.

“Easiest” Items Rank	Item #	Standard	# correct	# incorrect

2. Look at these items on the test. Discuss and note any surprises or interesting results.

3. Which topic shows the strongest student performance? Discuss.

4. List the five “hardest” items for these students. List in ascending order, lowest first. If too many ties, choose items closest to the **beginning** of the test.

“Hardest” Item Rank	Item #	Standard	# correct	# incorrect

5. Which topic shows the weakest student performance? Discuss



Action Planning PLC Log

(To be completed by each planning group that meets)

Date:
Facilitator:

Group:
Recorder:

Present:

Absent:

Identified Instructional Issue(s) based on previous assessments:

Targeted Standards and Assessment Strategies:

Timeline:

Additional Comments:



COVENANT KEEPERS CHARTER SCHOOL

Implementation Rubric: Data-driven Instruction

The rubric is to be used to assess the present state of data-driven instruction and assessment in our school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 = Exemplary Implementation

2 = Beginning Implementation

3 = Proficient Implementation

1 = No Implementation

<p>DATA-DRIVEN CULTURE</p> <ol style="list-style-type: none"> 1. Highly Active Leadership Team: facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year _____/4 2. Introductory Professional Development: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction _____/4 3. Implementation Calendar: Develop and share a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates) _____/4 4. Ongoing Professional Development: PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs _____/4 5. Build by Borrowing: Identify and implement best practices from high-achieving teachers & schools: visit or study schools/classrooms, share & disseminate resources/strategies _____/4 <p>NOTES:</p>	
<p>ASSESSMENTS</p> <ol style="list-style-type: none"> 1. Common Interim Assessments 6-8 times/year Literacy _____/4 Math _____/4 2. Transparent Starting Point: teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching _____ /4 _____ /4 3. Aligned to PARCC/CCSS _____ /4 _____ /4 	

<p>4. Aligned to instructional sequence of clearly defined grade level/content expectations</p> <p>5. Re-Assess previously taught standards</p> <p>Notes:</p>	<p>_____/4 _____/4</p> <p>_____/4 _____/4</p>
<p>ANALYSIS</p> <p>1. Immediate turnaround of assessment results (ideally 48hrs)</p> <p>2. User-friendly, succinct data reports include: item-level analysis, standards-level analysis & bottom line results</p> <p>3. Teacher-owned analysis facilitated by effective leadership preparation</p> <p>4. Test-in-hand analysis between teacher(s) & instructional leader</p> <p>5. Deep: moves beyond “what” students got wrong and answers “why” they got it wrong</p> <p>NOTES:</p>	<p>_____/4</p> <p>_____/4</p> <p>_____/4</p> <p>_____/4</p> <p>_____/4</p>
<p>ACTION</p> <p>1. Plan new lessons collaboratively to develop new strategies based on data analysis</p> <p>2. Implement explicit teacher action plans for whole-class instruction, small groups, tutorials, and before/after-school supports</p> <p>3. Ongoing assessment: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments</p> <p>4. Accountability: instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs</p> <p>5. Engaged Students know the end goal, how they did, and what actions they are taking to improve</p> <p>NOTES:</p>	<p>_____/4</p> <p>_____/4</p> <p>_____/4</p> <p>_____/4</p> <p>_____/4</p>
	<p>TOTAL: _____/100</p>



30 Minute Leadership Support Meeting

DISCUSS WHAT WORKED (5 MINUTES):

- Teacher shares most recent assessment *and analysis* of the results.

 - Explain the identified focus strategies selected by the team at the previous meeting. How well did they work or how can they be refined?
-

CHIEF CHALLENGES: (5 MINUTES)

What is the most urgent instructional concern, problem, or obstacle to progress and to better results?

Identify a common area of area of under-performance identified by data.

PROPOSED SOLUTIONS (8-10 MINUTES):

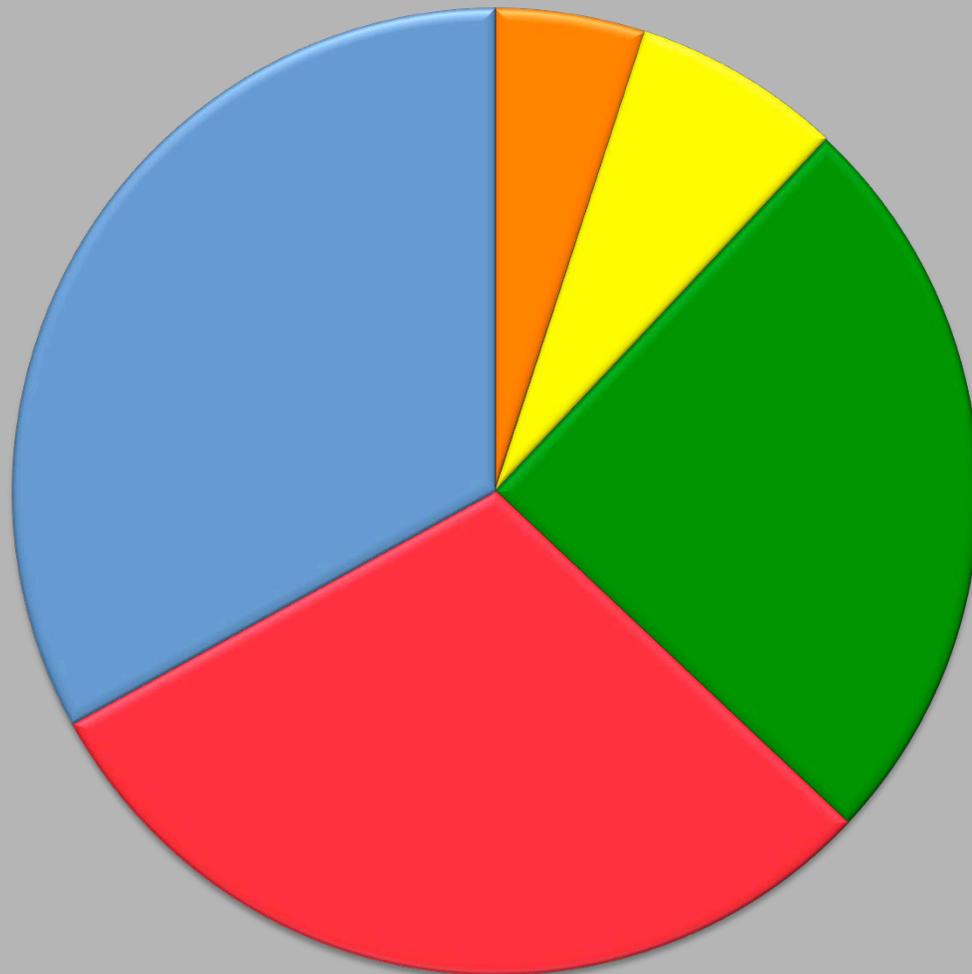
Suggest practical solutions to these identified problems.

ACTION PLAN (8-10 MINUTES):

Decide which solutions or strategies might be best for the teacher to focus on and implement between now and the next meeting.

Notes:

Where Our Students Come From



■ ALEs: 5%

■ First Year in the U.S.: 7%

■ Priority Schools: 25%

■ Focus Schools: 30%

■ Other (Achieving, Needs Improvement, Other Charters, Out of State, Etc.): 33%

First year in the U.S.	7%
ALEs	5%
Priority Schools	25%
Focus Schools	30%
Total	67%

First year in the U.S.	11	7%	
Bale	3	2%	Focus
Baseline	2	1%	Priority
Bates	2	1%	
Booker	1	<1%	
Brady	1	<1%	Focus
Carver	2	1%	
Cloverdale	26	17%	Priority
David O'Dodd	4	2%	
Dreamland	1	<1%	
Dunbar	13	8%	Focus
e-STEM	2	1%	
Forrest Heights	2	1%	
Fuller	2	1%	Focus
Geyer Springs	2	1%	Priority
Gibbs Magnet	1	<1%	
ALEs (Hamilton or NLR Academy)	7	5%	
Henderson	8	6%	Priority

KIPP Delta	1	<1%	
Lakewood Middle	4	2%	Focus
Mabelvale Middle	12	8%	
MLK	1	<1%	Focus
Maumelle Middle	1	<1%	Focus
McDermott	1	<1%	
Meadowcliff	1	<1%	
North Heights	1	<1%	Focus
Out of state	2	1%	
Pike View	1	<1%	Focus
Pulaski Heights	3	2%	Focus
Ridge Road	2	1%	
Robinson	2	1%	
Sylvan Hills	3	2%	
Wakefield	15	10%	Focus
Watson	15	10%	
Western Hills	2	1%	
Wilson	1	<1%	
7 th Street	1	<1%	Focus

Long-Term Student Growth on NWEA MAP Assessments

Covenant Keepers sought to determine the average point growth of students who have remained with CK for one full school year or more. **CK determined the growth average of long-term students meets or exceeds typical growth nationwide on the NWEA exam.**

Projected Typical Growth (50% of students nationwide meet these growth goals from Test A to Test B)

Subject	Fall 2013- Winter 2015	Fall 2012- Winter 2015
Reading	6 points (7th grade) 5 points (8th grade)	9 points
Math	9 points (7th grade) 7 points (8th grade)	13 points

Key:

Green: Proficiency according to NWEA National Norms. The green score at the top of the column is the national median score for each grade level.

Yellow: Growth exceeding typical growth in that time period.

Aqua: Cohort Growth Average

7th Grade Cohort: Fall 2013-Winter 2015: Math

35 Students Returning: 35 students have remained with this cohort from 6th grade into 7th grade.

Name	Fall 2013 (219)	Winter 2015 (228)	Growth
[Redacted]	208	219	+11
[Redacted]	204	209	+5
[Redacted]	181	200	+19
[Redacted]	210	214	+4
[Redacted]	(Winter) 183	212	+29
[Redacted]	178	200	+22
[Redacted]	181	187	+6
[Redacted]	221	221	+0
[Redacted]	170	196	+16
[Redacted]	(Winter) 204	212	+8
[Redacted]	205	213	+8
[Redacted]	(Winter) 162	170	+8
[Redacted]	199	212	+13
[Redacted]	214	211	-3
[Redacted]	197	202	+5
[Redacted]	209	221	+12
[Redacted]	161	207	+46

	182	187	+5
	202	209	+7
	195	212	+17
	215	217	+2
	222	237	+15
	230	227	-3
	230	249	+19
	209	227	+18
	225	238	+13
	218	229	+11
	223	223	+0
	217	222	+5
	239	260	+21
	208	213	+6
	224	236	+12
	220	226	+6
	199	214	+15
	223	222	-1

Cohort Growth Average: +10.77 Points Typical Growth: +9 Points

48.6% of students in this cohort (17 students) *exceeded* typical growth for Math.

7th Grade Cohort: Fall 2013-Winter 2015: Reading

35 Students Returning- 35 students have remained with this cohort from 6th grade into 7th grade.

Name	Fall 2013 (212)	Winter 2015 (218)	Growth
	188	208	+20
	207	215	+8
	165	197	+32
	202	203	+1
	(Winter) 186	199	+13
	195	204	+9
	190	220	+30
	197	216	+19
	161	183	+22
	(Winter) 204	201	-3
	191	213	+22
	(Winter) 165	157	-8
	196	198	+2

	191	212	+21
	207	213	+6
	195	208	+13
	166	204	+38
	182	190	+8
	198	191	-7
	176	192	+16
	202	208	+6
	222	238	+16
	206	214	+8
	219	221	+2
	200	213	+13
	209	224	+15
	213	212	-1
	202	207	+5
	200	201	+1
	222	237	+15
	203	214	+11
	221	225	+4
	203	216	+13
	206	216	+10
	212	221	+9

Cohort Growth Average: +11.11 Points Typical Growth: +6 points

65.7% of students in this cohort (23 students) *exceeded* typical growth for Reading.
71.4% (25 students) *met or exceeded* typical growth

8th Grade Cohort: Fall 2012-Winter 2015: Math

8 students have remained with this cohort from 6th grade through 8th grade.

Name	Fall 2012 (219)	Winter 2015 (232)	Growth
[REDACTED]	192	224	+32
[REDACTED]	207	226	+19
[REDACTED]	205	228	+23
[REDACTED]	222	236	+14
[REDACTED]	213	225	+12
[REDACTED]	208	242	+34
[REDACTED]	218	236	+18
[REDACTED]	189	191	+3

Cohort Growth Average: +19.38 points Typical Growth: +13 points

75% of students in this cohort (6 students) exceeded typical growth for Math.

8th Grade Cohort: Fall 2012-Winter 2015: Reading

8 students have remained with this cohort from 6th grade through 8th grade.

Name	Fall 2012 (212)	Winter 2015 (221)	Growth
[REDACTED]	196	211	+15
[REDACTED]	193	224	+31
[REDACTED]	212	224	+12
[REDACTED]	201	211	+12
[REDACTED]	203	233	+30
[REDACTED]	216	217	+1
[REDACTED]	216	226	+10
[REDACTED]	193	201	+8

Cohort Growth Average: +14.89 points Typical Growth: +9 points

75% of students in this cohort (6 students) exceeded typical growth for Reading.

8th Grade Cohort: Fall 2013-Winter 2015 (or First Test to Most Recent Test): Math

17 students have remained with this cohort from 7th grade through 8th grade **only**.

Name	Fall 2013 (225)	Winter 2015 (232)	Growth
	(Winter 14) 203	206	+3
	221	221	+0
	186	195	+9
	204	218	+14
	192	202	+10
	173	197	+24
	185	223	+38
	(Spring 14) 203	213	+10
	190	210	+20
	193	210	+17
	218	220	-2
	220	216	-4
	199	211	+12
	(Winter 14) 218	220	+2
	228	228	+0
	228	237	+9
	214	228	+14

Cohort Growth Average: 10.35 Points Typical Growth: 7 points

64.7% of students in this cohort (11 students) exceeded typical growth for Math.

8th Grade Cohort: Fall 2013-Winter 2015 (First Test to Most Recent Test): Reading

17 students have remained with this cohort from 7th grade through 8th grade **only**.

Name	Fall 2013 (216)	Winter 2015 (221)	Growth
	(Winter 14) 195	212	+17
	210	214	+4
	183	201	+8
	200	213	+13
	203	212	+9
	187	184	-3
	192	211	+19
	(Spring 14) 207	217	+10
	170	200	+30

	180	211	+31
	204	218	+14
	202	210	+8
	200	227	+27
	(Winter) 211	217	+6
	203	212	+9
	220	235	+15
	217	226	+9

Cohort Growth Average: 13.29 points Typical Growth: 5 points

88.2% of students in this cohort (17 students) exceeded typical growth for Reading.

Long-term Students Scoring Proficient on the Winter 2015 NWEA MAP Assessments

Definition of long-term: remaining at Covenant Keepers for period longer than 1 school year.

Covenant Keepers sought to determine the percentage of long-term students among those who scored proficient on the Winter NWEA MAP Assessments. **CK determined that the majority of students who scored proficient on the NWEA MAP Assessments in all areas were long-term students.**

Subject	Reading	Math	Language
7th grade long-term students proficient/all proficient students	7/11 63%	6/6 100%	8/9 88%
8th grade long-term students proficient/all proficient students	9/12 75%	4/6 66%	10/11 91%

63% of 7th grade students who **scored proficient** on the NWEA MAP Reading Winter assessment are **long-term students**.

100% of 7th grade students who **scored proficient** on the NWEA MAP Math Winter assessment are **long-term students**.

88% of 7th grade students who **scored proficient** on the NWEA MAP Math Language assessment are **long-term students**.

75% of 8th grade students who **scored proficient** on the NWEA MAP Reading Winter assessment are **long-term students**.

66% of 8th grade students who **scored proficient** on the NWEA MAP Math Winter assessment are **long-term students**.

91% of 8th grade students who **scored proficient** on the NWEA MAP Language Winter assessment are **long-term students**.

Long-Term Students Meeting Growth Goals on the Winter 2015 NWEA MAP Assessments

Definition of long-term: remaining at Covenant Keepers for period longer than 1 school year.

Covenant Keepers sought to determine the percentage of long-term students among those who met their growth goal on the Winter NWEA MAP Assessments. **CK determined that the majority of students who met their growth goal on the NWEA MAP Assessments in all areas were long-term students.**

Subject	Reading	Math	Language
7th grade long-term students MG/all students MG	23/28 82.1%	19/28 67.9%	15/21 71.4%
8th grade long-term students MG/all students MG	12/14 85.7%	11/16 68.8%	14/17 82.4%

82.1% of 7th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Reading Winter assessment are **long-term students**.

67.9% of 7th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Math Winter assessment are **long-term students**.

71.4% of 7th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Language Winter assessment are **long-term students**.

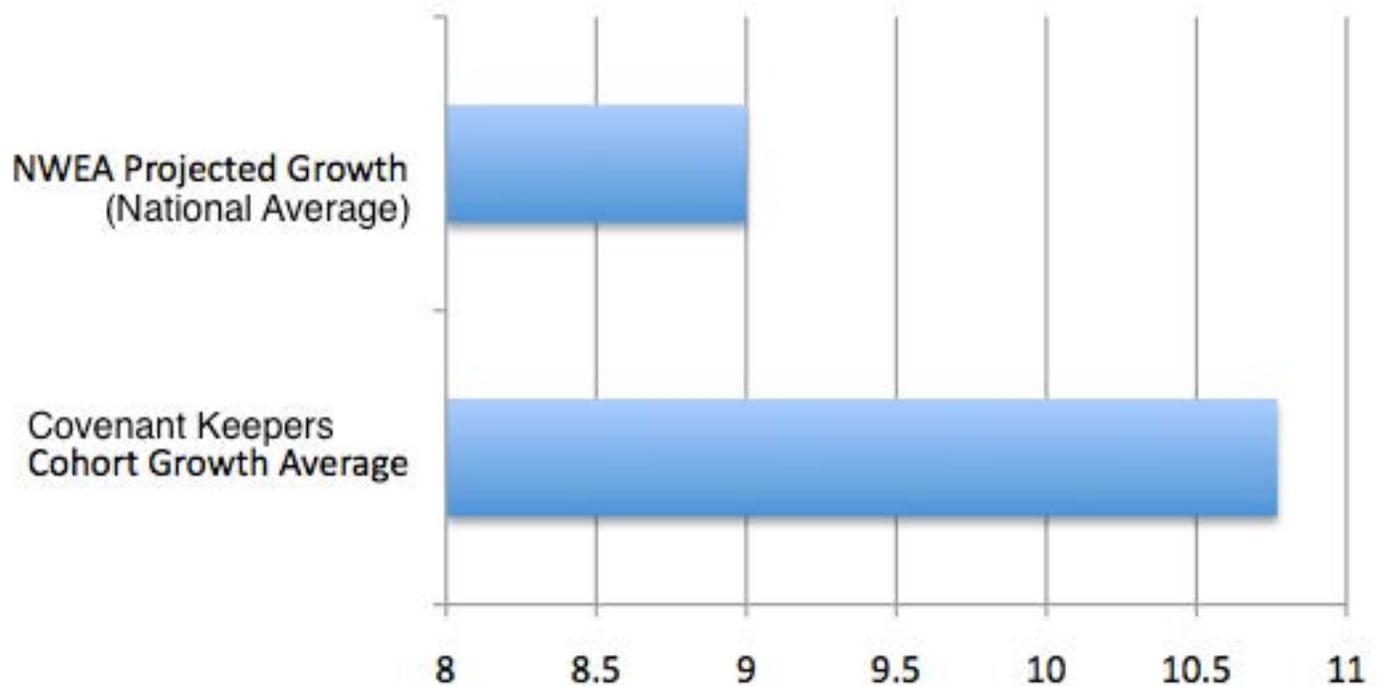
85.7% of 8th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Reading Winter assessment are **long-term students**.

68.8% of 8th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Math Winter assessment are **long-term students**.

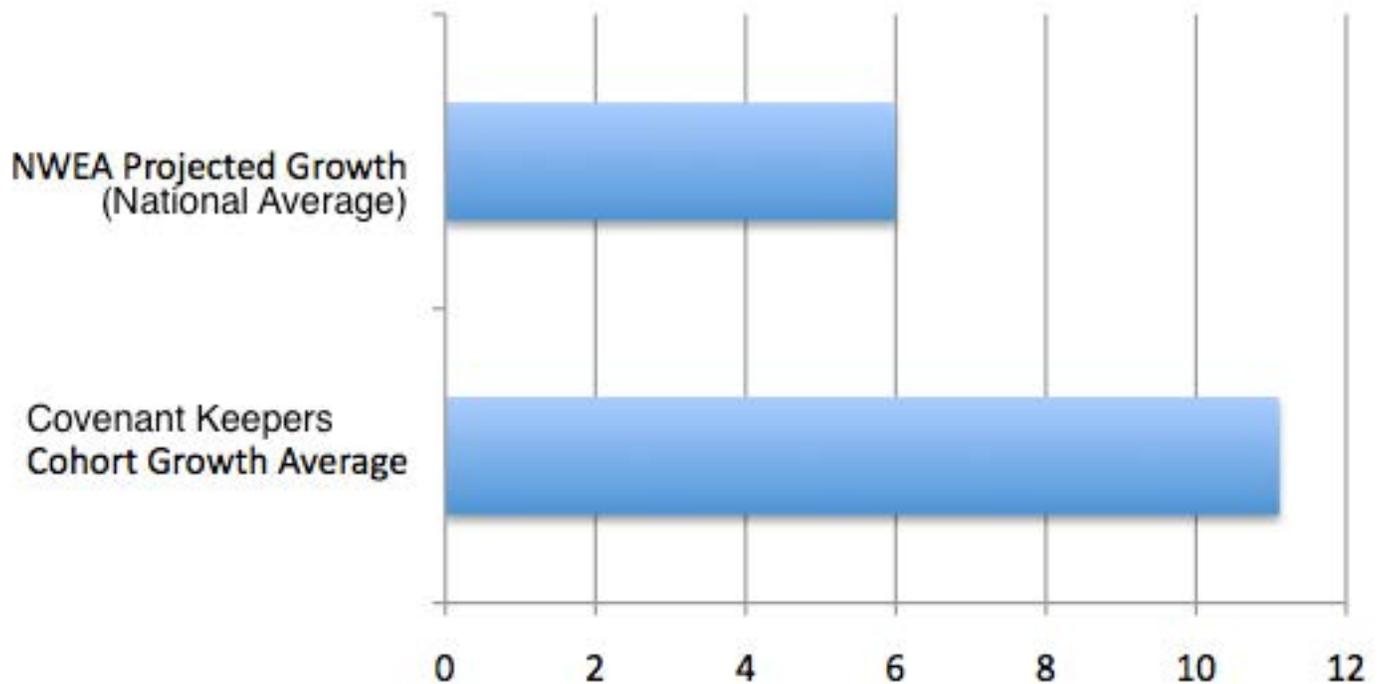
82.4% of 8th grade students **who met or exceeded their Winter Growth Goal** on the NWEA MAP Language Winter assessment are **long-term students**.

Note: An average of 50% of students nationwide meet their growth goal for any NWEA test. Covenant Keepers' long-term students have well exceeded this statistic.

7th Grade Cohort- Math

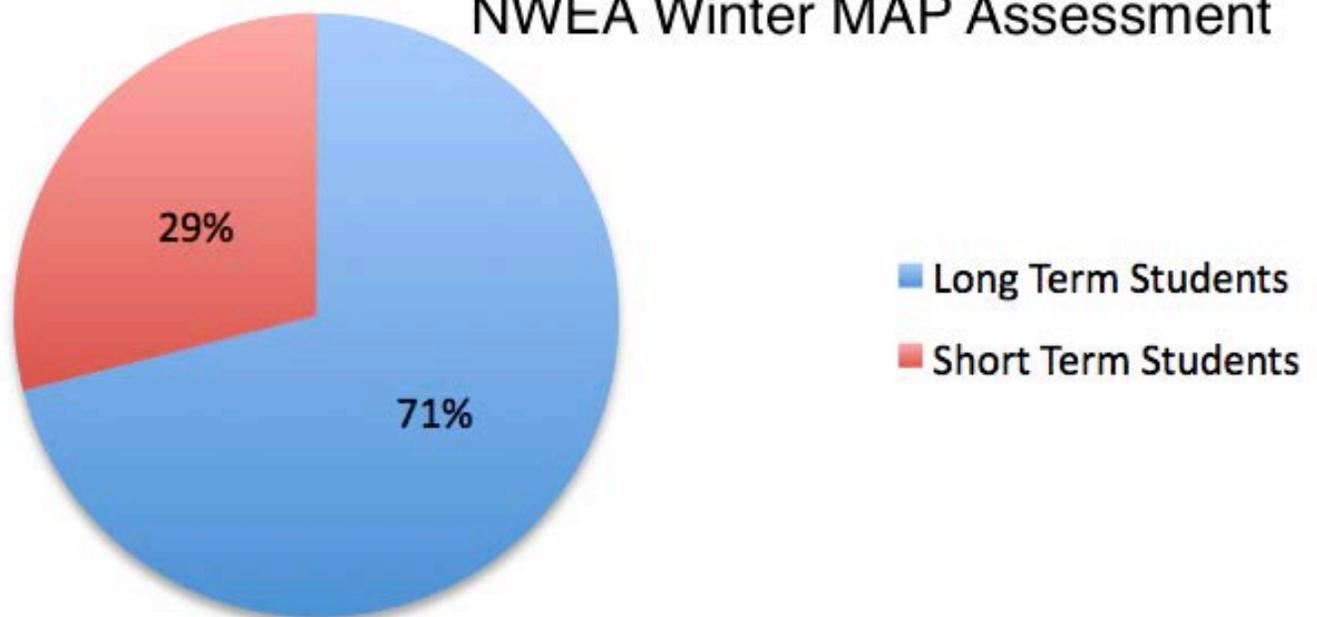


7th Grade Cohort- Reading



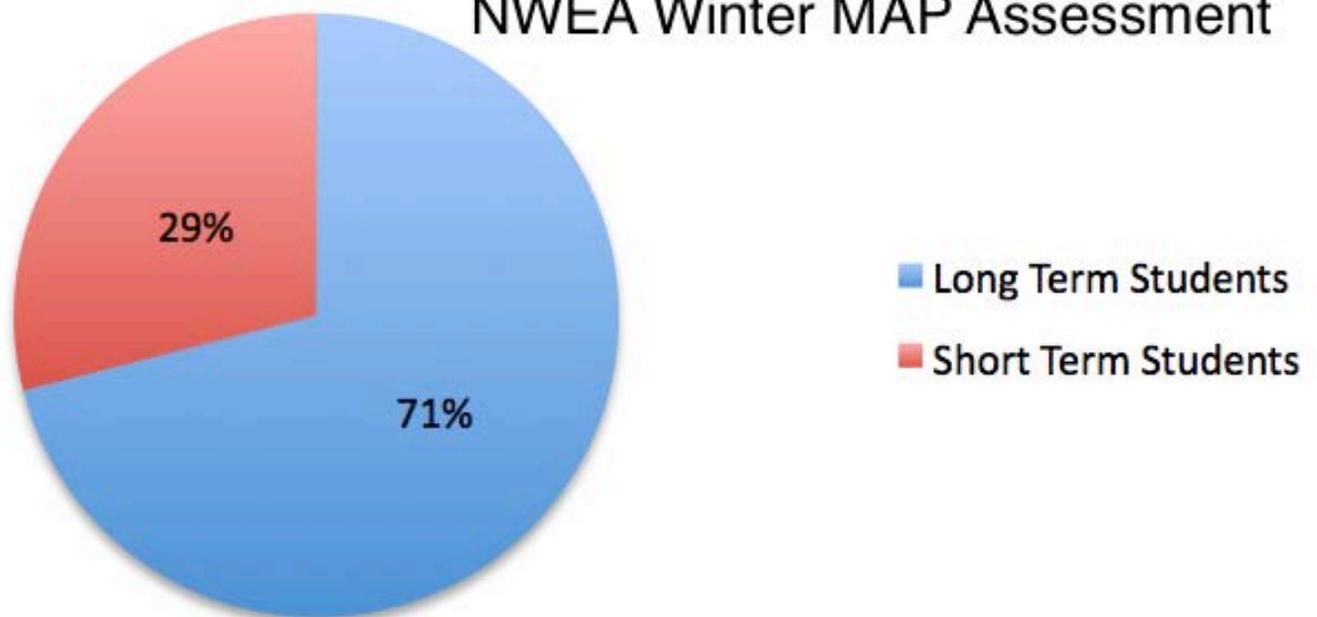
7th Grade Students Meeting Their Language Growth Goals

NWEA Winter MAP Assessment



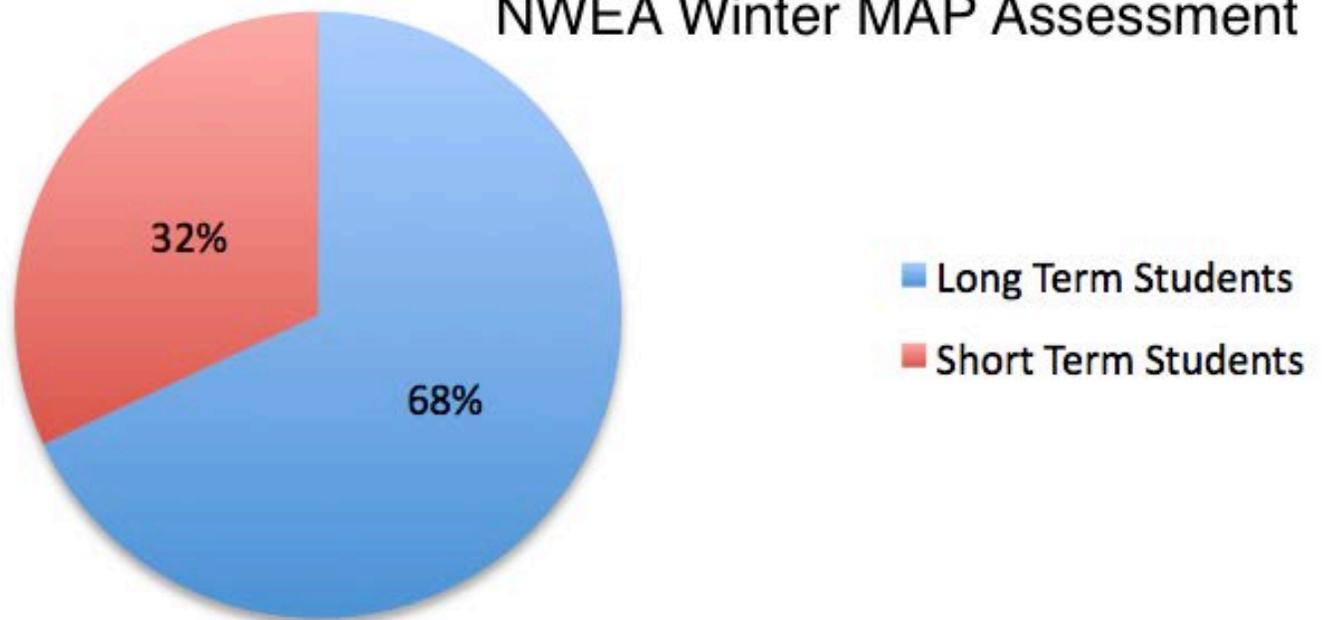
7th Grade Students Meeting Their Language Growth Goals

NWEA Winter MAP Assessment



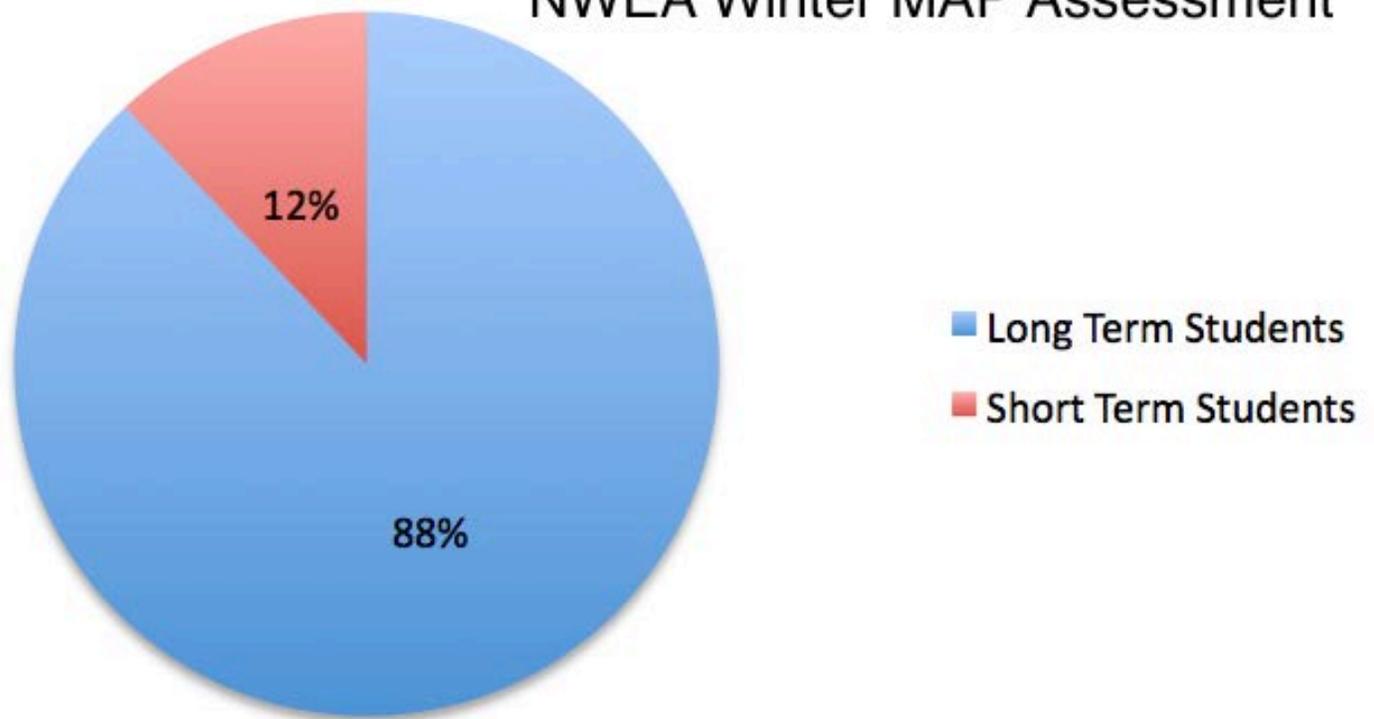
7th Grade Students Meeting Their Math Growth Goals

NWEA Winter MAP Assessment



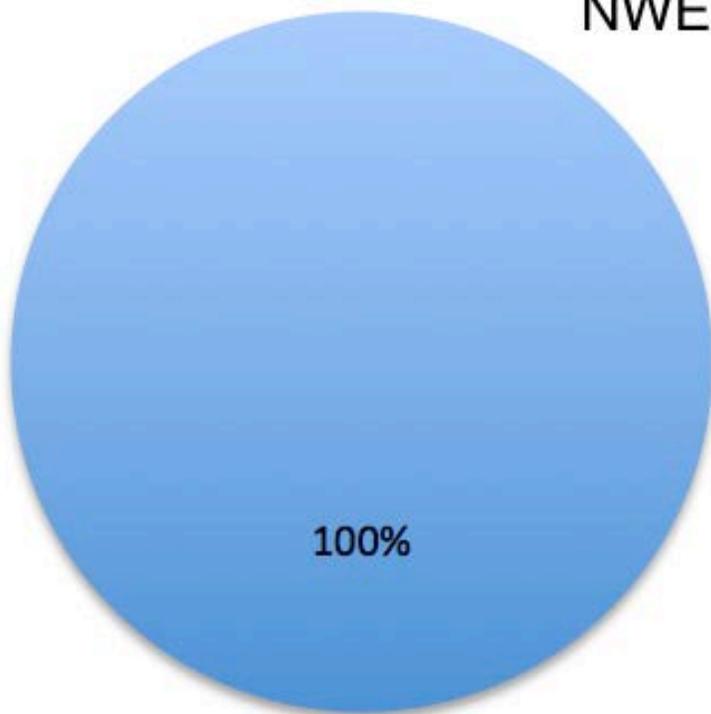
7th Grade Language Proficiency

NWEA Winter MAP Assessment



7th Grade Math Proficiency

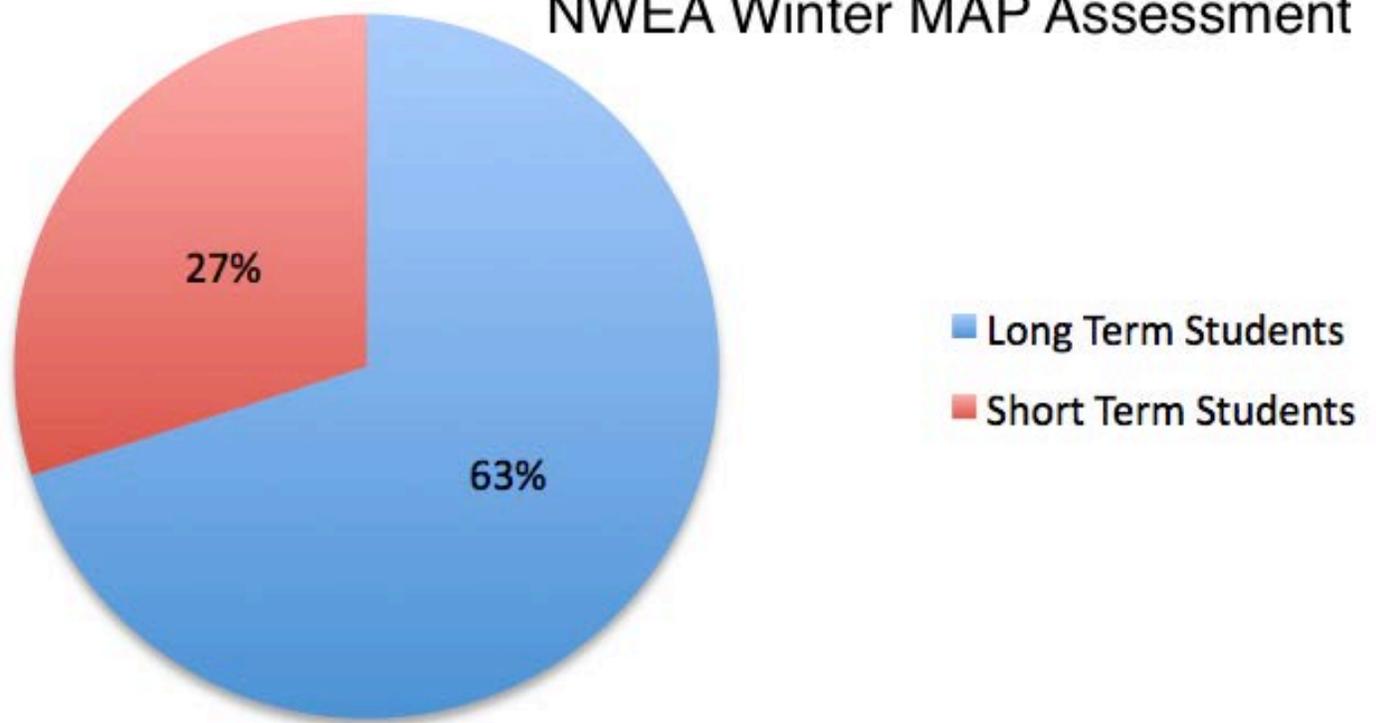
NWEA Winter MAP Testing



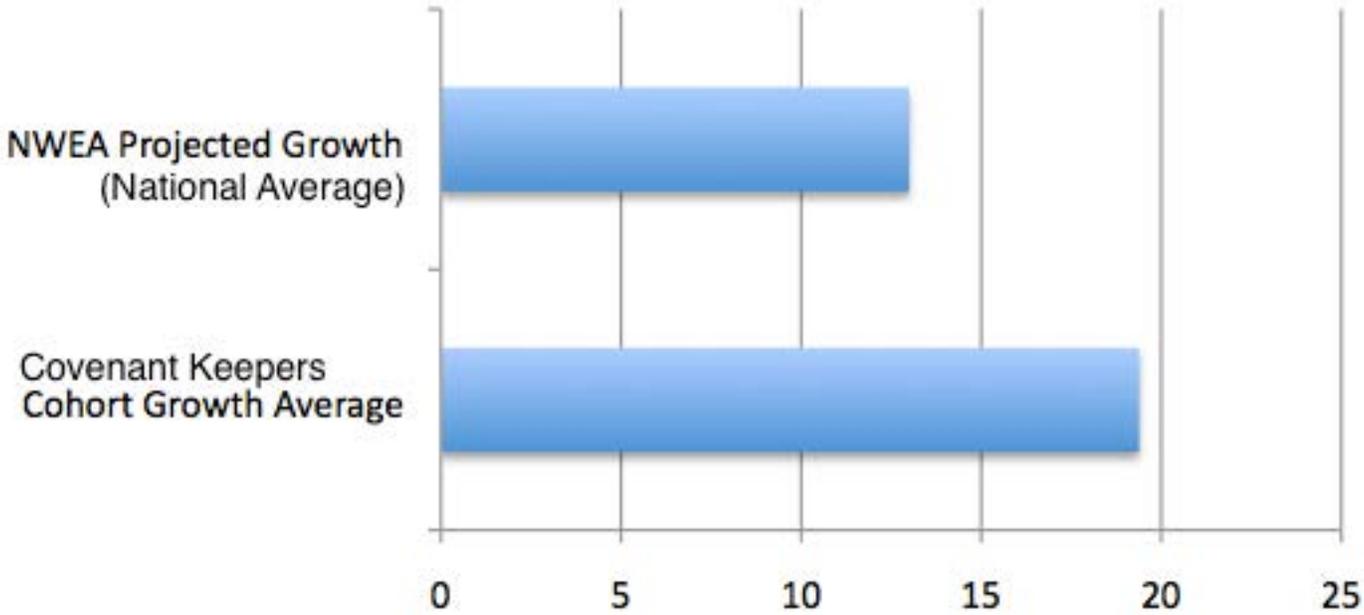
- Long Term Students
- Short Term Students

7th Grade Reading Proficiency

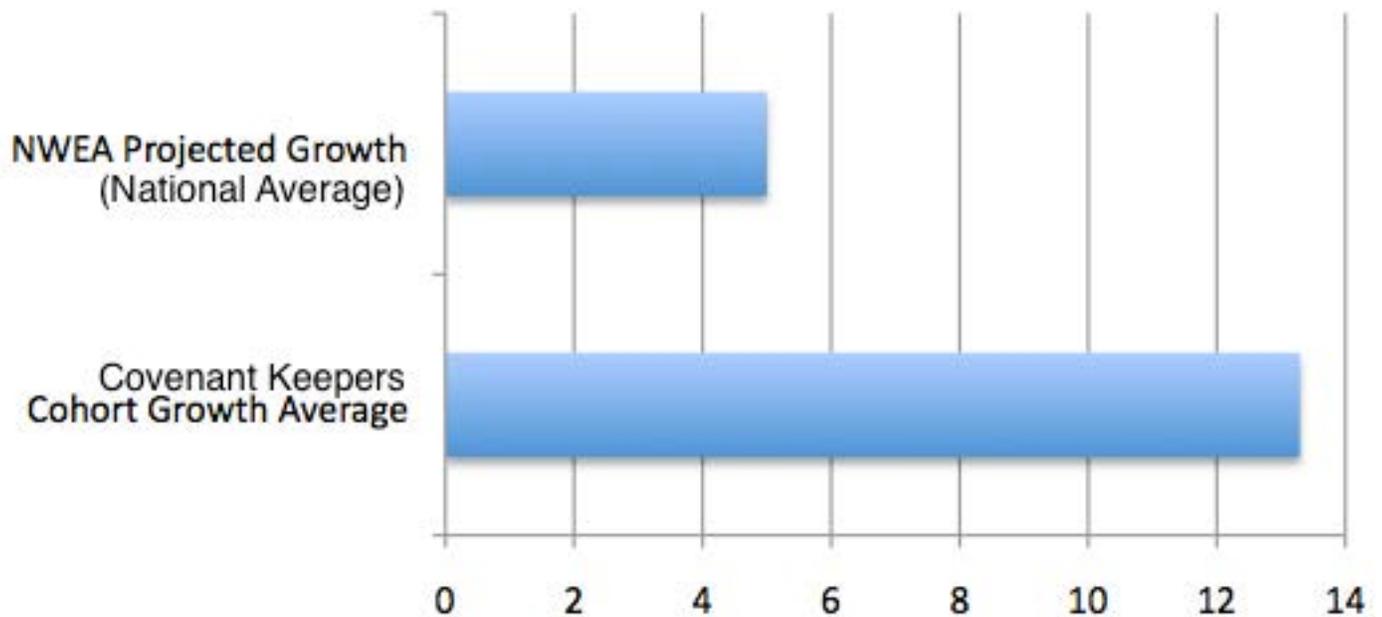
NWEA Winter MAP Assessment



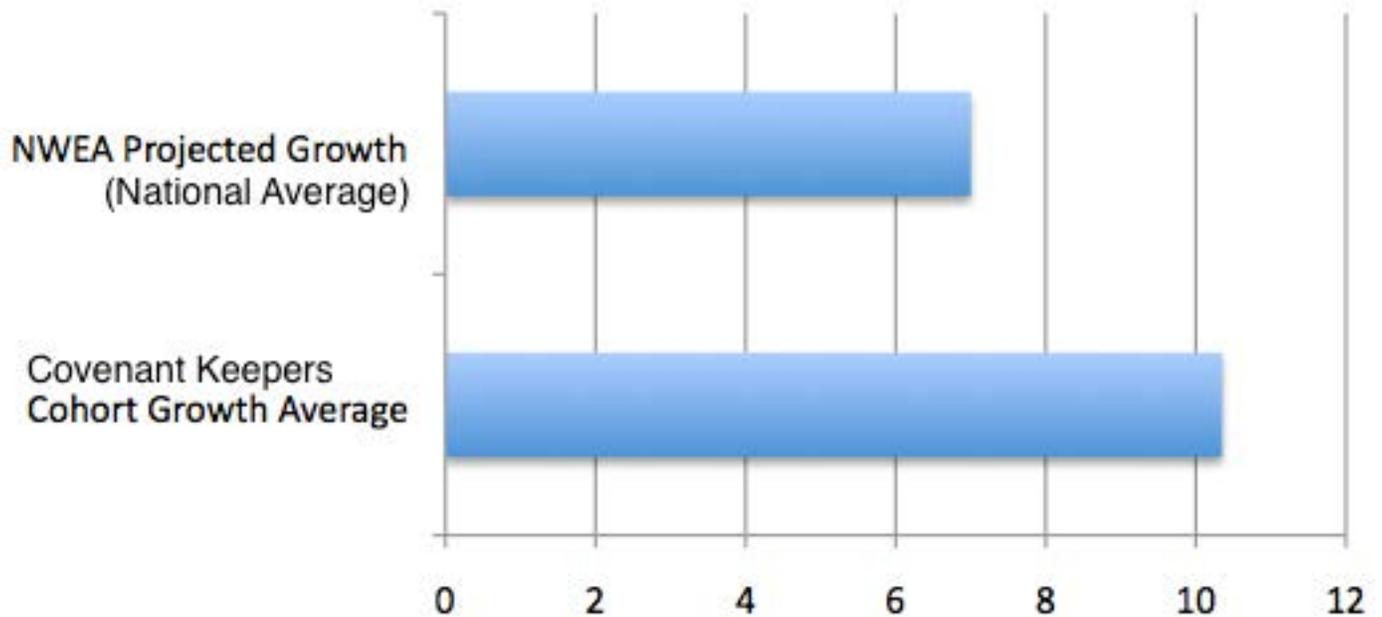
8th Grade Cohort (Fall 2012-Winter 2015)- Math



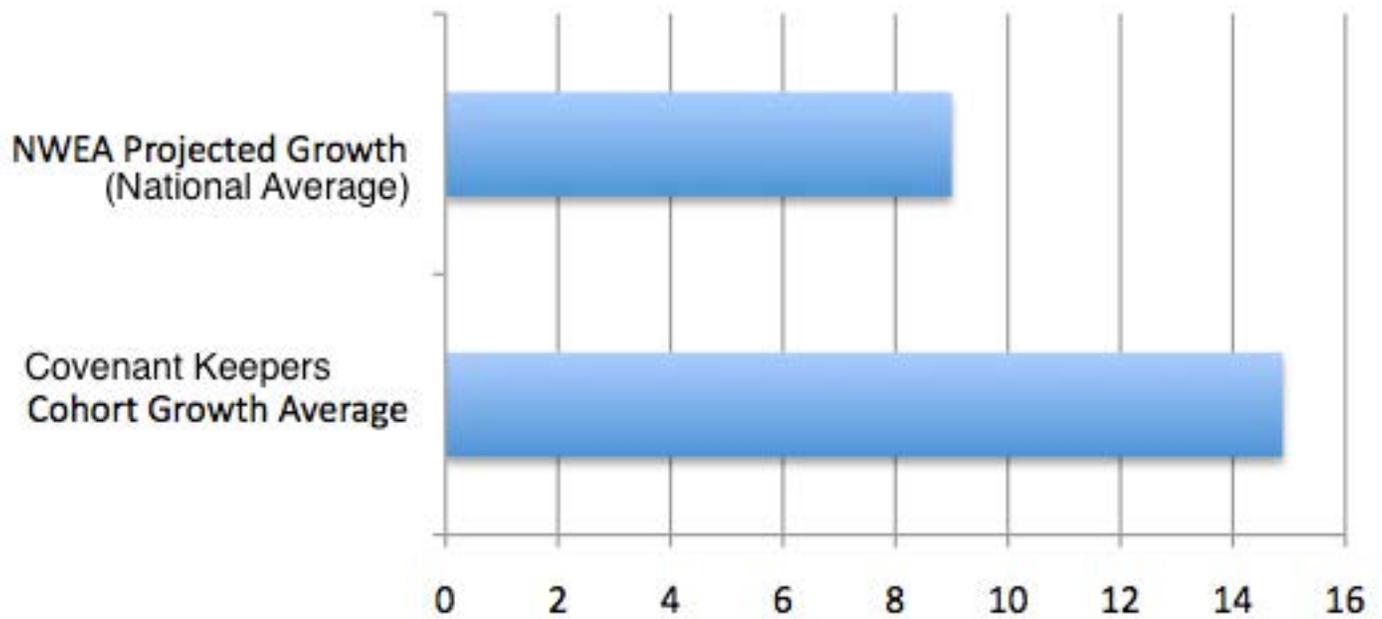
8th Grade Cohort (Fall 2013-Winter 2015)- Reading



8th Grade Cohort (Fall 2013-Winter 2015)- Math

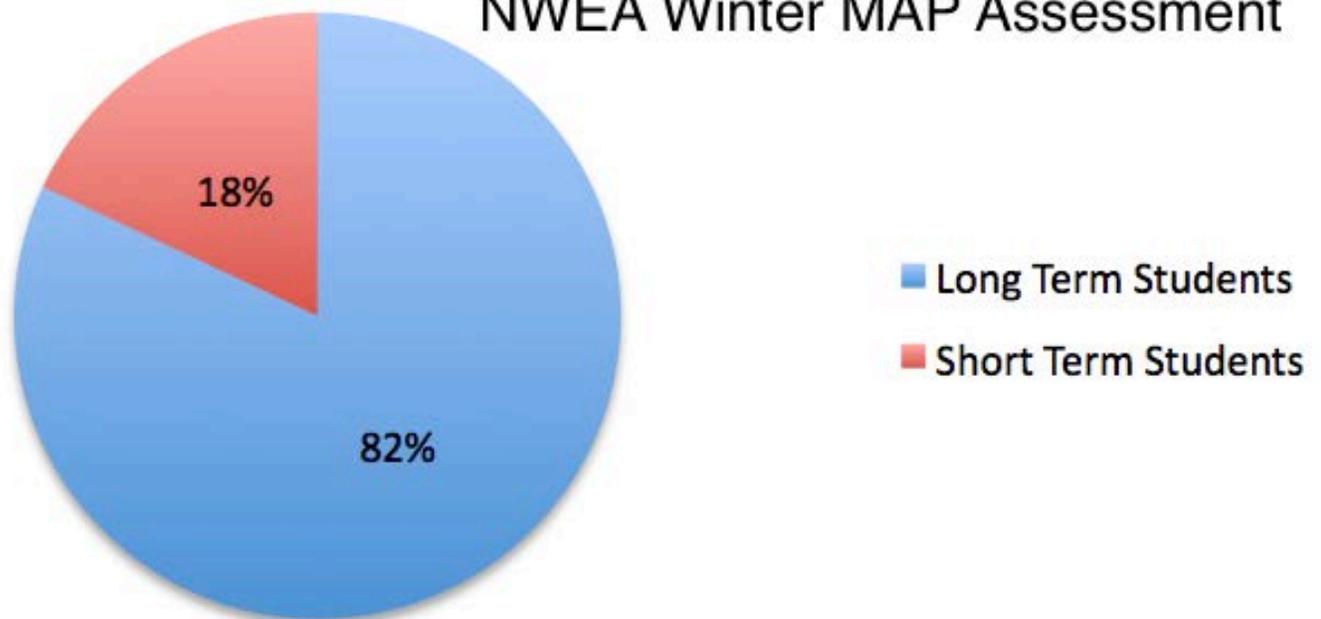


8th Grade Cohort (Fall 2012-Winter 2015)- Reading



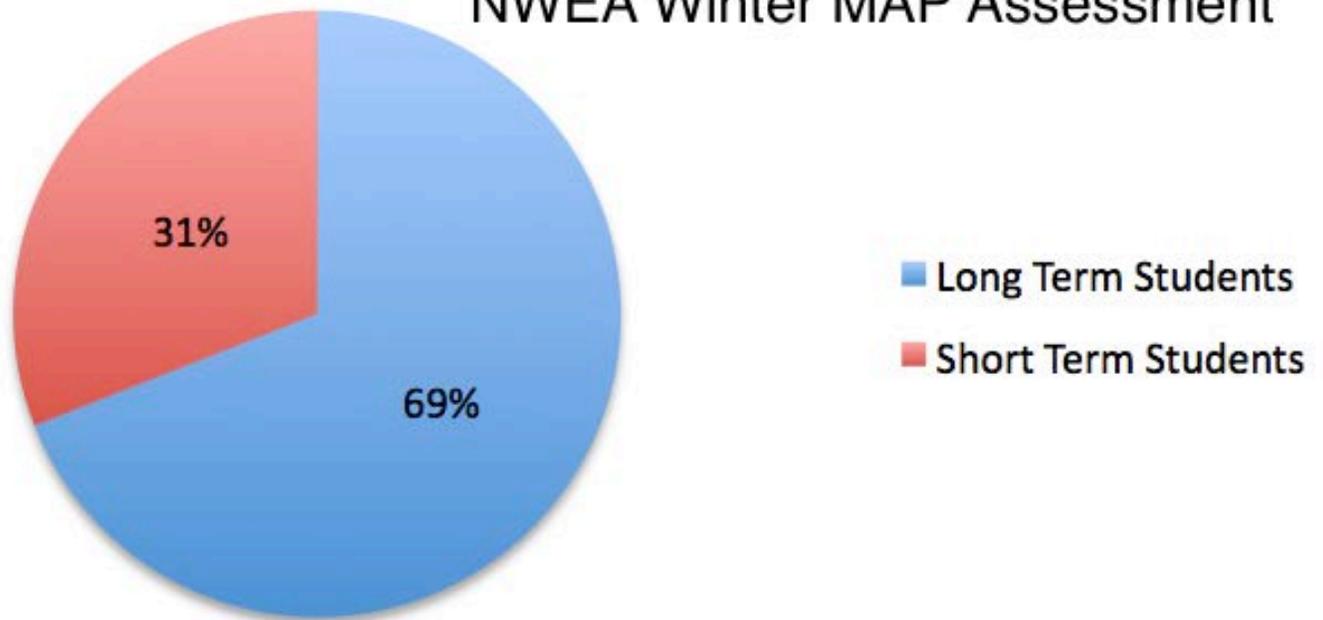
8th Grade Students Meeting Their Language Growth Goals

NWEA Winter MAP Assessment



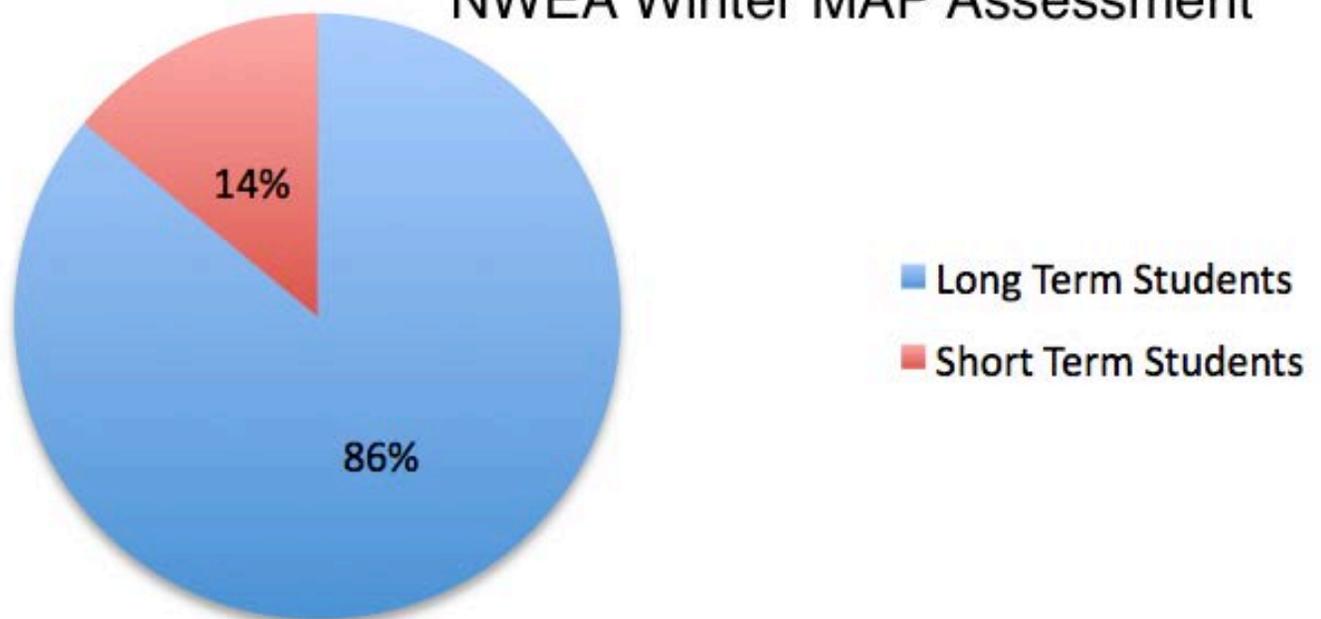
8th Grade Students Meeting Their Math Growth Goals

NWEA Winter MAP Assessment



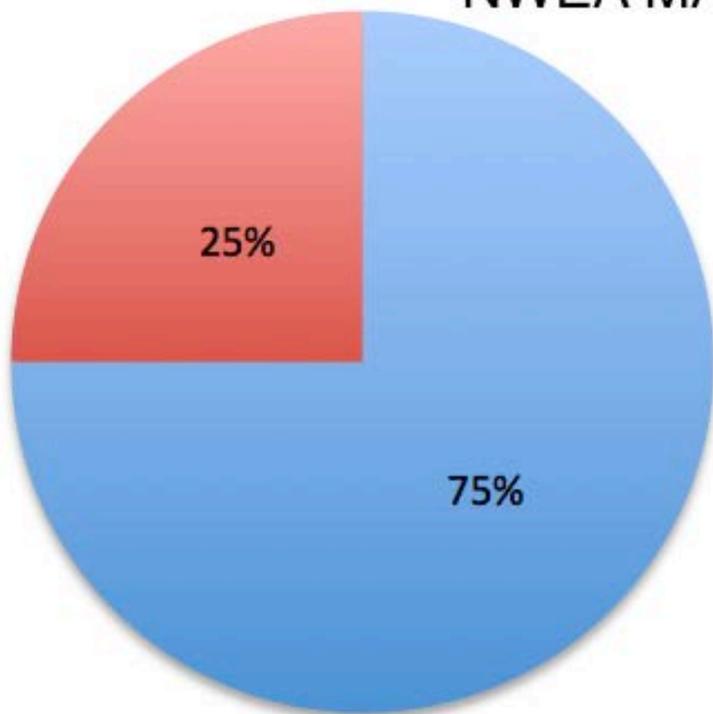
8th Grade Students Meeting Their Reading Growth Goals

NWEA Winter MAP Assessment



8th Grade Reading Proficiency

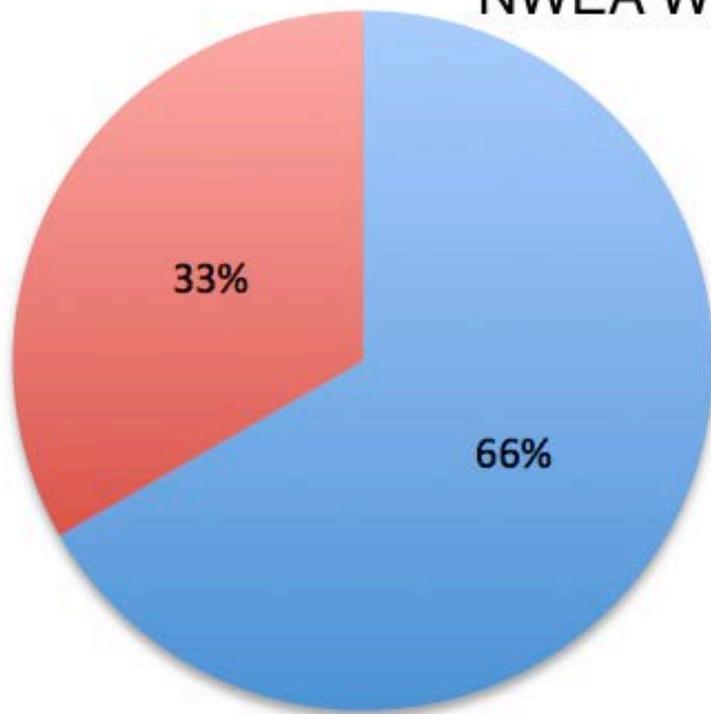
NWEA MAP Assessment



- Long Term Students
- Short Term Students

8th Grade Math Proficiency

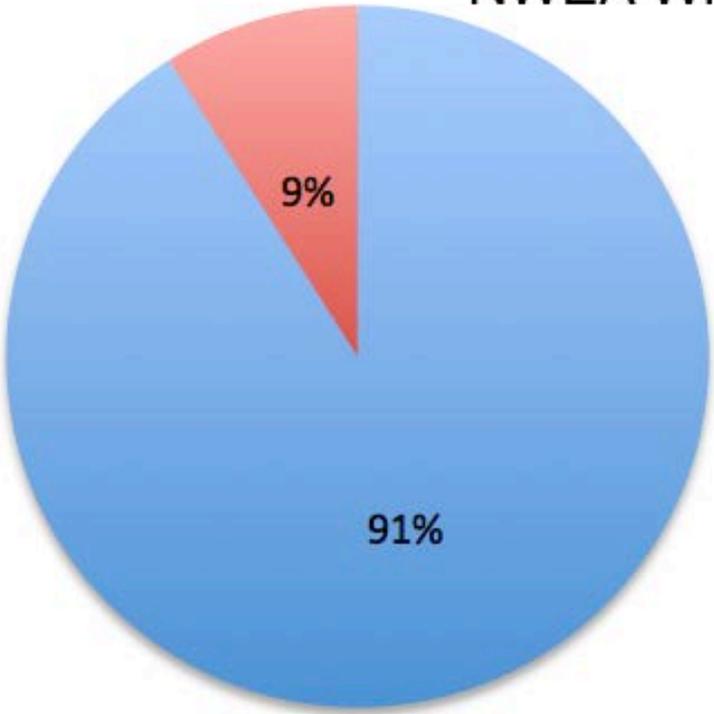
NWEA Winter MAP Assessment



- Long Term Students
- Short Term Students

8th Grade Language Proficiency

NWEA Winter MAP Assessment



- Long Term Students
- Short Term Students