AGENDA
CHARTER AUTHORIZING PANEL

February 18, 2016

Arkansas Department of Education

ADE Auditorium

8:30 AM

Back Print

Action Agenda

A-1 Request for Open-Enrollment Public Charter School Renewal AND Priority Status Hearing: SIA Tech Little Rock Charter School

The State Board of Education approved the application for SIATech Little Rock Charter School on November 8, 2010. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 275. Representatives of SIATech are appearing before the Charter Authorizing Panel to request a 5-year renewal for the charter. Also, the Charter Authorizing Panel has required representatives of SIATech to appear for a hearing, pursuant to Ark. Code Ann. § 6-23-105, to discuss academic performance. Representatives of the charter agreed to combine the two hearings and approved combining the hearing procedures to be followed. Possible actions to be taken by the Charter Authorizing Panel include renewal of the charter based on its renewal application, but due to its priority status, possible actions include modification, probation, revocation, and/or non-renewal of the charter.

Presenter: *Alexandra Boyd*

A-2 Open-Enrollment Public Charter School Priority Status Hearing: Little Rock Preparatory Academy (5-8 campus)

The State Board of Education approved the application for Little Rock Preparatory Academy charter school on November 4, 2008. The charter is approved to serve students in grades K-8 with a maximum enrollment of 432. The Charter Authorizing Panel will consider the possibility of acting on the Little Rock Preparatory Academy 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 Little Rock Preparatory Academy are here today to make a presentation and answer questions. Possible actions to be taken by the Charter Authorizing Panel include modification, probation, and/or revocation of the charter.

Presenter: *Alexandra Boyd*

A-3 District Conversion Public Charter School Priority Status Hearing: Blytheville High School—A New Tech School

The State Board of Education approved the application for Blytheville High School—A New Tech School on January 14, 2013. The charter is approved to serve students in grades 9-12 with a maximum enrollment of

1,000. The Charter Authorizing Panel will consider the possibility of acting on the Blytheville New Tech district conversion 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 Blytheville New Tech are here today to make a presentation and answer questions. Possible actions to be taken by the Charter Authorizing Panel include modification, probation, and/or revocation of the charter.

Presenter: *Alexandra Boyd*

A-4 District Conversion Public Charter School Priority Status Hearing AND Request for Amendment: Osceola STEM Academy

The State Board of Education approved the application for Osceola STEM Academy on January 9, 2012. The charter is approved to serve students in grades 5-8 with a maximum enrollment of 450. Representatives of Osceola STEM Academy are appearing before the Charter Authorizing Panel to request an amendment to the charter. Also, the Charter Authorizing Panel has required representatives of Osceola STEM Academy to appear for a hearing, pursuant to Ark. Code Ann. § 6-23-105, to discuss academic performance. Representatives of the charter agreed to combine the two hearings and approved combining the hearing procedures to be followed. Possible actions to be taken by the Charter Authorizing Panel include approving or denying the amendment request, but due to its priority status, possible actions include modification, probation, and/or revocation of the charter.

Presenter: *Alexandra Boyd*

SIATech High Charter Summary

SCHOOL FOR INTEGRATED ACADEMICS & TECHNOLOGIES (SIATech)
RENEWAL SUMMARY
FEBRUARY 2016

Sponsoring Entity New Education for the Workplace, Inc.

Address 6724 I-30, Little Rock, Arkansas 72209

Grades Served 9-12

Enrollment 166

Maximum Enrollment 275

Number of Years Requested 5

Mission Statement (as approved in charter application)
The Mission of SIATech is to provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life.

2014-2015 Accreditation Status
Accredited

Financial Information

Fiscal Year	Grades Served	Average Daily Membership	Legal Balance	Categorical Funds Balance
2014	9-12	79	79,939	439
2015	9-12	132	28,647	0
YTD 2016	9-12	156*	150,357	**(9,326)**

*As reported in Quarter 1

Remaining Concerns

- It remains unclear what measures the charter is taking to increase retention.
- It remains unclear that all protocols required for special education students are followed in addition to implementing RTI.
- The lottery and waitlist procedures remain unclear.
- It remains unclear that manifestation determination conferences are held, as required for special education students, when implementing a zero tolerance policy.
- The timeframe for implementing the case management system was not provided.
- Reference is made to “attached” documents that describe the training provided prior to scoring writing assessments, but the documents were not provided.
- It remains unclear who trains teachers to score the school-administered writing assessments.

SIATech Charter School

CURRENT DATA

Maximum Enrollment	275
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2015-2016 Enrollment by Race

Two or More Races	2
Asian	1
Black	150
Hispanic	2
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	11
Total	**166**

2015-2016 Enrollment by Grade

9th Grade	10
10th Grade	43
11th Grade	55
12th Grade	58

2015-2016 Student Status Counts

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

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
82.91	78.89	102.22	96.16

BACKGROUND

Authorized January 10, 2011
Contract Expiration June 30, 2016

Amendment Request Considered and APPROVED May 13, 2013
Relocation

Amendment Request Considered and APPROVED November 13, 2013
Relocation

Special Panel Appearance May 14, 2014
Standards Assurance Monitoring Unit identified problems during a site visit, including curriculum not aligned to Common Core and inconsistencies in student records. No action was taken.

Designated a Priority School August 31, 2015

Priority Response

Charter Priority Questions

<u>An explanation of the ways in which the charter maintains and promotes the legislative intent for charter schools as outlined in Ark. Code Ann § 6-23-102.</u>

Please note, the responses below for priority question 1 were broken into the six separate areas noted in 6-23-102. Legislative intent: the Legislative intent sections are noted in Blue.

(1) Improve student learning;

The Mission of SIATech in Little Rock (School of Integrated Academics and Technologies, Inc.) is to provide a premiere high school drop-out recovery program engaging students through relationship focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life ®. The school views all at-risk students as 'At-Promise' and provides this population of youth with the opportunity to earn a high school diploma, leading to advanced study and expanded opportunities for success in the workforce.

The SIATech Vision of Success characterizes:

STUDENTS as life-long learners and contributing members of society

STAFF having an opportunity to make a difference in an environment of respect, recognition and professional growth

COMMUNITIES benefiting from the success and contributions of MYcroSchool students

This specialized school enhances each student's ability to access and succeed in institutions of higher education, the 21st century workforce and/or military service and promote their opportunities to learn the skills needed to negotiate the complexities of life and to prepare for life educationally, technologically, economically, and socially. The primary focus of the school is dropout recovery.

SIATech serves a highly mobile population of economically disadvantaged students. School absences affect youth from poverty disproportionately; they are more prone to miss school and suffer academically because of these absences. Poverty can inform poor attendance simply due to a dearth of resources such as access to regular and dependable transportation, responding to family child care and health needs, addressing issues involving law enforcement, mobility with housing, working to support the family financially, to name a few. It is critical to address attendance, as research shows that absence from school is directly related to student achievement. School staff must identify the issues and then seek to address them. Students must be present to have any chance to 'win' in school. It is also critically important to develop positive, trusting relationships with students so they know they are cared for and that school is a safe haven for all to be present and learn.
Students are enrolled on a regular, weekly basis and go through an initial orientation to ensure and understanding of school policies, practices and procedures, with a specific focus on regular, on-time attendance and high expectations for students. Every effort must be made to ensure attendance, Students must be present to 'win' (their education).

Attendance is valued and honored. Staff is excited to see students present and appreciate all efforts to be in class regularly and on time. Absence procedures are fixed and unchanging.

All absences require a parent note/call/or medical slip for student to be excused and students are held accountable for every absence. Communication with parents of minors and with parents, when permission given, of adult students helps to ensure parents are in the 'know' regarding school attendance. Parents/Guardians are called when there is not written excuse from a parent/guardian or medical note. It is standard practice to call on both the 6th and 8th absences, regardless of a written excuse. SIATech staff communicates with Job Corp staff regarding their student's absences. Regular and ongoing communication is KEY.

The SIATech team feels that a Safe and Effective Learning Environment is essential to promote and improve student learning. Safe, consistent, and effective classroom management processes are in place in every classroom and Discipline at SIATech is Appropriate, Consistently Applied and is in the Best Interest of Students and Staff.

- The school Principal provides for consistency with discipline. She handles, with few exceptions, all the discipline on campus. This, not because it is her passion, but in a small learning environment there are not enough staff members to provide staffing for another individual to 'own' discipline. The SIATech student population will always be less than 300 students in order to provide the personalization and a feeling
- Students are informed as to what is and is not acceptable; students are reminded as signs of escalation appear; parents are informed about issues, all of which is done: kindly, clearly and respectfully. A few Clear Rules/Expectations are established and implemented in addition to policies and procedures which support an orderly and effective learning environment.
- All staff are trained to appropriately address behavior issues, stressing respect, safety and an emphasis on workplace behaviors (preparing for the future)
- Zero Tolerance is applied as appropriate

Behavioral and Learning Interventions are a critical part of the school day.

- Staff, first and foremost, works to develop supportive and positive relationships (rapport)with students, providing a supportive and safe place to learn
- An emphasis is placed on helping students to become self-directed learners and teaching them, thinking skills, to *learn how to learn*. Students who have to learn everything as new have a very difficult time in school, generally because they have not been taught the mental processes that support learning. Some examples include connecting new information with prior knowledge, looking for patterns and relationships, gathering, organizing and making sense of the information you have.
- Teachers are calm, making use of their inner authority and implement classroom engagement and management practices that are routine. They provide options for students when it is appropriate and they are always 'with-it,' seeing with the eyes in the back of their heads.

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;

SIATech students can enroll at any time during the school year. After reviewing a student's academic history, a competent and caring staff member works with him/her to create an Individualized Learning Plan (ILP) that charts a path to graduation and beyond. In this way, no time is wasted, and every student can advance as rapidly as possible. The plan is outlined on the Academic Performance Record that provides the students and teachers with information about the number of credits the student needs to complete, his/her assessment information, and his/her

graduation goal. When a teacher has a new student enter his or her class, the teacher reviews the Academic Performance Record to review the student's assessment, performance, and credit needs. The teacher then meets with the student to map out how the student will progress through the course. The teacher/Advisor will review the modules that students will be expected to complete and with input from the student, set an initial course completion goal date. As students progress through the curriculum, teachers/advisors meet with them weekly to set additional goals and check their progress. Students stay engaged as SIATech blends the most effective classroom and virtual environments supporting individual student goal achievement. Therefore, students are able to exit the program when they have met all of the Arkansas requirements for graduation, without having to wait for a June graduation. Students who are not making progress and have gone through the SST process may be referred for a special education evaluation or a 504 plan.

Students enrolled in SIATech who are identified as below grade level or low-achieving, will have an ILP that will indicate the appropriate course pathway. SIATech will provide each student with a learning environment conducive to developing and expanding his/her individual areas of need. SIATech recognizes that students who are identified as low-achieving, are students who need scaffolding to build basic, foundational skills before mastering the skills and standards of the high school core curriculum.

The ILP is accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student shall be informed of specific responsibilities related to implementing the student's ILP.

SIATech provides appropriate scaffold coursework for all students along with remediation opportunities in order to maximize each student's potential through a variety of options, including but not limited to, modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, and/or enrichment. Supplemental curriculum and resources include PLATO Foundational Math and Reading Strategies; Intensive Reading; a Pre-module, which teaches parts of speech and basic sentence structure; educational videos; and modified curriculum and other resources; and the National Repository of Online Courses(NROC) Developmental Mathematics curriculum that was designed to remediate an adult learner from basic mathematics through college readiness in mathematics.

(3) Encourage the use of different and innovative teaching methods;

SIATech teachers use a variety of opening of class activities during the beginning of each period of the day: picture prompts, journal prompts, quote/question/thought of the day, current events, daily math/science question. An emphasis is placed on open ended activities that are engaging, generate a variety of student responses and promote student collaboration. Good types of open-ended activities are brainstorming and prediction which are perfect for mixed ability groups of students (reality in SIATech classrooms). One method that SIATech teachers use is to check student knowledge during activities through the use of student responses on sticky notes.

Opening activities also support immediate guided engagement at the start of each class period and minimizes wasted time.

Teachers can modify these opening activities to fit their students' learning styles and multiple teaching styles. Activities can be active (standing, changing partners, filling in groups with like or non-like responses/ideas), promote sharing of ideas (mine and yours-can they explain how their

partner solved the problem). The options are infinite and easy to develop interesting, effective, thought provoking and stimulating for all levels of students.

A Best Classroom Management Practice

SIATech utilizes a Blended Learning approach, which allows each student access to a computer and to work at his/her optimal pace. Due to open enrollment, many students in the class might be working on something different for significant accounts of time. Teachers must move thru the room and ensure appropriate effort and that progress is happening while providing assistance and guided support/questions to 'redirect' student thinking when they are 'stuck'. SIATech staff initiated the use of a variety of buzzwords and phrases to catch students' attention and listen to messages from the teacher. Teachers use phrases like "May I help you?" and "What are you working on today?" to check progress and others such as "Let's get busy" and "Show me where you are" to redirect students' back to their class work. This allows staff to also check for understanding.

(4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

Supporting and empowering educators are fundamental parts of SIATech's educational ecosystem. Through its teacher/leadership development programs, educators are supported at every stage in their careers. Over 25 courses have been developed internally to prepare instructors, classroom assistants, and administrators to be leaders in the continually changing educational environment. To meet the current Coding requirement, SIATech offers to students Computer Basic Programming in house. Students have at their fingertips BYU electives: Computer Engineering, Computer Literacy and Computer Science. For the 2016-2017 school term, SIATech will also offer AP Computer Science Principles. SIATech's professional development program, prepares experienced and aspiring teachers to take a leadership role in the development, improvement and implementation of the learning program at their school site. New teachers are paired with experienced mentors to help ensure they evolve toward expert teacher status. Orientation programs welcome new employees and provide training for entire new site staff to ensure they are able to positively impact student learning immediately and dynamically.

B. New Staff Orientation (NSO):

SIATech NSO provides week-long intensive trainings which include matching the new staff member with a mentor who has been trained to organize and personalize the NSO experience for the new staff member and includes culture, curriculum, and information to equip the staff member to quickly adjust to the organization and his or her role for supporting students in learning.

C. Professional Development Plan:

SIATech provides professional development opportunities geared toward individual experiences

as well as site experiences, which provide growth to the staff member(s). SIATech has an expansive catalogue of professional opportunities for learning from which a site or individual can choose for growth. SIATech staff also design an annual Professional Development Plan with a focus on research-based improvement strategies.

(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system

SIATech has chosen to re-invent education and transform lives by igniting the spark to learn. "Just as the nation has focused its attention on boosting high school graduation rates in low-performing schools, we need additional efforts to help students within all schools who need greater support." (Building a Grad Nation Annual Update; February 2013) SIATech Little Rock Charter High School offers an innovative integrated approach to education – an ecosystem that helps students, teachers, families, and schools thrive. As a nonprofit organization, SIATech creates the environments, tools, and techniques that re-engage and motivate students to complete high school and earn their diplomas. The SIATech ecosystem focuses on three areas essential for student success: a proven, standards-based curriculum integrating academics and technology; a comprehensive professional development program for teachers, support staff, and administrators; and extensive services to help schools operate effectively and efficiently.

On average, the majority of SIATech students are eighteen years old or older. Given that most of our students are adults, there tends to be less parental involvement in our schools than what one would find in a traditional high school. Despite the low number of minors, we make the following efforts to engage parents and family in supporting their minor age students in successfully completing the requirements to earn an accredited SIATech diploma:

- Parents and community members are included in site based informational meetings
- Parent forums and survey response opportunities are coordinated with various graduation ceremonies
- Students are given handouts with information about how to access the survey to take home to their parents.
- Parents and guardians are invited to informational meetings when students enroll in the SIATech program and are also invited to yearly formal informational meetings that are advertised in the Arkansas Democratic Gazette
- Parents and guardians are invited to all graduations and all participants are given the opportunity to complete surveys with questions related to school improvement actions
- SIATech works closely with military recruiters, Arkansas Workforce Center, Goodwill Industries and agencies from the Health Department to leverage resources and promote the success of all enrolled students.

(6) Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

School Exit Outcomes and Performance Goals

SIATech will uses a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments are designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. SIATech teachers use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements and on state mandated assessments.

Teachers use assessment strategies to assist in assuring continuous progress. For example, teachers are expected to assess students' readiness to learn, differentiate and/or modify instruction based upon assessed student performance, employ performance-based assessment approaches, assist students in maintaining individual work folders and portfolios, and review assessment results to improve students' academic performance. SIATech teachers also implement all statewide summative assessments as required by law.

School Exit Outcomes and Performance Goals:

1. The percentage of students demonstrating accelerated growth in reading and math skills will trend up over the term of the charter.
2. An evaluation of Individual Student writing skills will demonstrate improvement over the term of the charter.
3. The School Graduation rate will compare favorably with the graduation rate of schools serving similar student populations in Arkansas and will trend up over the term of the charter.
4. Student enrollment in colleges and/or in advanced training and/or achievement of certifications will be evaluated annually and will trend up over the term of the charter.
    - Staff will use the National Student Clearinghouse[1] data to gather college data
    - Staff will encourage student participation in an alumni program to gather this data

5. Students will be evaluated by the Gallup Poll for hope, engagement, and well-being, measures of non-cognitive efforts to predict student success in academics and general youth development settings."[2]
    - School results will be compared to schools across the country, with the annual goal of overall comparable or better results in hope and engagement.

All of the outcomes and goals described previously align to school mission, vision, and values through the use of a curriculum designed to engage an older student population and assessments that will provide relevant academic growth information to each and every individual student.

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[1] http://www.studentclearinghouse.org/about/what_we_do.php

[2] http://www.gallup.com/strategicconsulting/148115/Gallup-Student-Poll-Technical-Report.aspx

<u>An explanation of the ways in which the charter remains innovative while struggling academically.</u>

SIATech Charter High remains innovative in the following ways:

- Students are able to enroll daily
- Students are able to complete their diploma requirements daily
- Multi-tiered levels of support for struggling learners
- Curriculum can be delivered digitally or the curriculum can be printed for students who work better with hands on manipulatives
- Small academic successes for students who have been labeled "At Risk"
- The school has been able to positively impact the community by providing graduates who are then able to enter the military, workforce or attend a secondary school of their choice

Over the four years, SIATech has amassed community and business partners to support the success of SIATech students and we are seeking to continue this effort.

Successful partnership with Job Corps in Little Rock

SIATech continues their partnership with Job Corps and serves students from the Center who are brought to school by bus. The students provided by Job Corp are the very students Job Corps seeks to serve; dropouts and socioeconomically disadvantaged youth.

A Strong School Board

The SIATech Board members are all committed to the Mission, Vision, and Values of SIATech. They give of their time, not only for monthly meetings, but also attend mandatory annual trainings, school events, participate in graduation and bring/refer community resources to and for the school. SIATech is privileged to work with this team of leaders.

Enrollment of Students Referred from Military Recruitment Centers and Their Staff

Staff at the Recruitment Centers have become aware of our school and have demonstrated interest in our students. Students are interested in the military and are following up on this through the personnel at the Recruitment Centers.

Enrollment of Students Referred from the Juvenile Justice System

The past two years, one (1) Little Rock Juvenile Judge has been referring youth from the court system to SIATech on a regular basis. Late last year and continuing into this school year two (2) more Judges have started to refer students to SIATech. Thus far SIATech has enrolled 4-6 students referred from these Judges since September.

Use of a Learning Management System, (ANGEL/Schoology)

The primary advantage of using a Learning Management System (LMS) is that it promotes Individual Student Learning. Students are able to progress at their optimal pace, choose an order of progress with classes and select different activities that are needed when they are ready to address different parts of the curriculum that are not 'order specific.'

Most significantly, it gives the individual student some power over their day to day learning activities.

There are many other advantages of using an LMS, some of which are represented below. For staff and students, there are multiple reports to choose from (see below). Students can proceed at their own pace, repeat lessons as needed, show mastery to accelerate, etc. Time logs provide a clear picture of progress and effort for individuals and each class entity on any given day. This frees up teachers to work with small/large groups of students for personalized instruction.

SIATech has been using Angel for many years. Schoology, a new LMS will be implemented in the 2016-17 School Year. Schoology was initially developed by four college students and has grown to be one of the top LMSs used by educators.

Brief analysis of PARCC data.

MATHEMATICS: For PARCC Math – Geometry: Four students tested and of the four, 3 earned a level 2 in mathematics and one earned a level one. One of the four students were listed as receiving special education services. The major deficit areas included: Additional & supporting content and modeling & application. In order to address these deficit areas, the students were immersed in real world application math examples (working with excel math data; percentages; decimals; multiplication and foundational math skills) in order to increase their work place math readiness skills.

LITERACY: For PARCC Literacy, three students were assessed and all three received a score of "Level 1". One of the three students whom were assessed were classified as a student receiving special programming services for major numeracy and literacy deficits. The other two students were immersed in content rich reading and comprehension material integrated through their daily classwork. In addition to this, all students were pulled to work with staff individually during coursework and assessed on their reading and comprehension of the tasks and assignments. Students were also encouraged to spend a minimum of 15 to 30 minutes per day reading material pertinent to their individual liking.

NOTE: It is important to note that due to the model of SIATech Charter High School there were several factors which affected testing:

- Many students entered having End of Year testing completed at their previous school.
- Some students pulled for testing were classified as "drop" or "incarcerated" at the time to testing. Due to this fact, these students did not test.
- As the state is moving to the ACT/ACT Aspire summative testing for the 2015/16 school year; students are given work prompts in each academic areas to increase numeracy and literacy.

An explanation of plans to improve academic achievement.

When students enter SIATech Charter High school, they meet with the school registrar to gather a clear assessment of credits earned vs credits needed to earn their diploma. After this is held, students meet with the core teachers where they develop an academic goal plan. This plan is assessed between the teacher and student on a weekly basis. Assessments include tracking the students' rate of completion, addressing academic barriers, addressing internal and external student barriers and creating new academic goals.

Students who are struggling at a more advance rate than grade level/age level peers are presented to the RTI (Response to Intervention) academic team during RTI meetings. These students are assessed individually for RTI strategies which may assist in overcoming academic barriers. The

team meets regularly to assess growth or lack of growth and create new intervention plans as needed or discontinue intervention plans for students who have made academic increase. An example template provided below:

RTI STUDENT ANALYSIS
(Student)

Course:

Strengths · · ·	S	N	**Needs** · · ·
Intervention Opportunities · · ·	I	P	**Progress** · · ·

Timeframe: What is a reasonable timeframe to review the student and re-assess interventions?

In addition to the above academic tracking, it is important to develop post-secondary transition plans with students. Developing a transition plan and establishing goals is necessary in order to develop direction and steps to achievement. These steps include items such as employment services, work-based skill development, paper and digital resume development and interviewing techniques to name a few. For students who are pursuing post-secondary degree opportunities, transition plans include college research, filing for financial aid, utilizing YOUniversal for scholarship opportunities and scheduled intake interviews with college recruitment personnel. Students who wish to enter the military are provided an opportunity to meet with military recruitment personnel and provided recruitment requirements and create a plan for successful entrance.

<u>Specific plans implemented in the past with data that demonstrate the results and include a discussion of student performance and growth.</u>

SIATech opened in August 2011 and spent its first two years of operation on the Little Rock Job Corps Campus.
1. The data from years one and two were collected when the school was located on the Job corps Center
2. The data from years there and four represent the years when the school moved to a community location and
This time and energy that went into addressing the Job Corps location, which became a barrier to fully implementing our enrollment goals and the learning goals set forth in our charter, took much

time and energy on the part of all team members. This is not an excuse, but it is the reality of the school history for the first four years. We anticipate a change toward the positive with respect to goal achievement over the next several year, starting with this 2015-2016 school year.

This past year SIATech purchased the new Renaissance Math and Reading assessments to raise the bar with respect to student achievement in math and reading. There are new norming tables and higher expectations of students with respect for math and reading skill levels.

In accordance with the charter application, SIATech will continue to evaluate student growth in reading and math as measures of academic performance and growth using Renaissance Learning's upgraded, STAR Enterprise assessments. This assessment makes use of sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses (computer adaptive). The data provided is valid, reliable and actionable and will deliver immediate and informative feedback to staff and individual students, identifying where each student is currently and specific areas of attention needed to move forward. Renaissance is fully supported by extensive research, the assessments are easy to administer and yield the valid, reliable, actionable data educators and students' needs.

SIATech is a Dropout Recovery High School with a definitive focus on Re-Engaging, Reaching and Teaching an At-Promise student population.

Dropping out of school happens for a multitude of reasons that can include:

- Feelings of failure (difficulty with academics, personal challenges, a victim of bullying)
- Situations of adversity/hardships (e.g. drugs/alcohol, poverty, having a child)
- Consequences from inappropriate and/or illegal behavior

Research has shown that students who have dropped out, are more likely to do repeat that behavior again.

Total Number of Exited Students and Graduates for Each Year

SIATech Little Rock graduated 169 students during the first four years of the charter. In looking at the 169 students who attained a high school diploma, it is important to acknowledge that this group of youth will have a much greater likelihood of being contributors to the economy of the State of Arkansas, themselves and their families as opposed to a drain on Arkansas society (Makers not Takers). Alternative schools, similar to SIATech, will never have the grouped academic results of traditional student populations but will have individual academic results that are definitely comparable.

- Examples of next steps for our graduates include:
- 1 Student enrolled in Pulaski Tech and is pursuing a career nursing
- 1 Student works for Irby
- 1 Student works for Maybelline
- 2 Students are in the last round of LRPD interview processes
- 2-4 Students have enlisted in the military

The pervasive poverty encountered in the SIATech Little Rock student population upon opening in 2011, exceeded most of our experiences relative to a beginning level of literacy and learning skills. That a majority of students enrolling in SIATech arrive with reading skills that are below grade level, is not unusual for youth impacted by the effect of severe trauma on their health and

achievement. Regardless, the progress we have made over the years has led us to believe that students who come to us from a culture of hopelessness can have hope for a brighter future. The enrollment of students who have experienced traumas in their lives, whether it is physical/emotional abuse, hunger, homelessness, family violence, poverty, … are real at SIATech; this is not an excuse, rather a reality. In order to help students be successful in learning, SIATech must first and foremost meet the personal needs of students, the majority of whom have suffered from trauma in many different forms. As new students enroll most every week, a focus is always placed on building positive and supportive relationships, ensuring that students feel, and are safe, physically, socially and emotionally, while they are at SIATech. Previous student experiences may compromise their ability to self-regulate their emotions, behavior and attention in positive ways. The impact of trauma, across many years, does not look the same for all students but it is addressed at SIATech with a personal focus on all students as individuals, within a structure that provides a safe and secure learning environment, within a culture of caring, respect and high expectations.

Specific plans for the future that include methods of accessing success.

SIATech will continue to use the following common methods for accessing success:

- Setting high standards
- Holding students accountable for completion of their work
- Keep process and procedures clear. Exhibit clarity
- Maintaining transparency for students and their families
- Providing constructive feedback

Student success will also be accessed in the following ways:

- Learning Prompts
    - Asking appropriate questions
    - Encourage students to build upon a peers response
    - Call on students who don't normally respond
- Monitoring Seat Work
    - Encourage students to engage with the helpline
    - Monitor small group instruction
    - Encourage peer tutoring
    - Positive teacher interactions

- Classroom Review and Reflection
    - Incorporate methods to monitor classroom procedures
    - Analyze walk-through data to help improve classroom setting

We will also continue to monitor students' academic progress utilizing the Star Math and Reading assessments given to students upon arrival and every 6 weeks following. We will track areas that need improvements and develop ILPs to help improve/increase student academic achievements. We will also fully implement the RTI (Response to Intervention) for students who are struggling at a more advanced rate.

Annually, the goal for each individual student, enrolled 90+ days and assessed below the 11th grade level, is to accelerate learning in reading and math.

- Accelerated learning is defined as **greater than** one year's growth in one year's time.
- Our external analysis provides information for a much high expectation: 2 years growth for every student over one year's time

An overall goal**, for all students,** is to accelerate learning, but 100% is not feasible, nor do we want to select a specific % as a goal.

A statistically measurable goal is for SIATech student results **to trend up over the five years** toward a high level goal (two (2) years growth in (1) one year's time). Our goal for the next five years is a trend line (Line of Best Fit) that trends up (positive slope). SIATech uses a very high bar to promote best efforts from staff and students. We know that not every student will meet a two years growth goal, for each year they are enrolled, but we hope to incrementally improve over the years, learning with our students, the best ways to meet their social, emotional and learning needs.

As part of the Charter Renewal application process, SIATech has set New Performance Goals

SIATech Little Rock leadership understands that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

Academic: READING AND MATH

The tool used to measure Reading and Math academic performance;

SIATech will evaluate student growth in reading and math as measures of academic performance and growth using Renaissance Learning's upgraded, STAR Enterprise assessments. This assessment makes use of sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses (computer adaptive). The data provided is valid, reliable and actionable and will deliver immediate and informative feedback to staff and individual students, identifying where each student is currently and specific areas of attention needed to move forward.

Renaissance is fully supported by extensive research, the assessments are easy to administer and yield the valid, reliable, actionable data educators and students need.

Growth Goal: Reading

SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Reading assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Reading.

Growth Goal: Math

SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Math assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Math

Process for evaluating results:

- The Value-Added Analysis Network, (https://valueadded.teachingdoctors.com/) an organization with a specialization in educational evaluations, will evaluate all individual student math and reading results for accelerated learning growth.
- A general (average) estimation of accelerated learning can be defined as two years' of growth over one years' time enrolled in SIATech) providing for value added growth.

- Scale Scores and a Growth to Standard Model will be used for this evaluation; students and staff will have access to the Grade Level Equivalency information (See Attachment for data analysis detail).
- A Regression Analysis will be done annually to determine the Trend Line (Line of Best Fit)

The level of performance that will demonstrate success in Math & Reading
Using a Growth to Standard Analysis, a majority of the students assessed will demonstrate value added growth annually for the majority of years. A Regression Analysis will be done to determine if the individual growth data demonstrated a positive trending up/line of best fit the majority of years. Student learning gains data, at the end of each school year, will be evaluated for students enrolled for a minimum of 10 school months (can overlap school years), will maintain and/or trend up annually, over the term of the charter contract.
Academic: WRITING
The tool to be used to measure writing academic performance;
SIATech Cohort (10+ month) students will demonstrate appropriate improvement on the SIATech Common Assessment System (CAS), On-Demand Writing Assessment.
Writing will be evaluated by trained SIATech staff, using:

- a narrative rubric aligned to Arkansas standards, and
- an electronic evaluation tool for Grammar (e.g. Paper Rater)

Growth Goal: Writing
The majority (%) of SIATech Cohort students, enrolled 10+ months, will demonstrate improvement in writing skills using Baseline and Growth Writing assessments. Due to the importance of writing and the need to improve student writing skills, grammar scoring will also be included. The expectation is a trending up of student writing growth results, over the term of the charter.
The level of performance that will demonstrate success in Writing
A majority percentage (%) of Cohort students (enrolled 10+ months) will demonstrate improvement in writing skills using the following evaluation process

- Demonstrated Improvement
  - An increase from the baseline score results for content and grammar, **or**
  - Maintenance of baseline scores of 3 or 4 for content and an increase in scoring for grammar.
- Did NOT show Growth
  - Declining scores for content and grammar
  - Same scores (1 or 2) for content

<u>A discussion of current year-to-date student demographics, discipline, and attendance data.</u>

SIATech Little Rock Charter ADA/ADM Report						
Dates Between Aug 17, 2015 and Feb 1, 2016						

WARNING: This report is not designed to calculate ADM for funding purposes. It does NOT take into account part time students nor any residency coding other than resident '1' or 'X' students. NO membership days for resident '1' or 'X' students are included in the ADM/ADA calculations of this report.						
Building: School for Integrated Academics and Technologies						
Grade	**Total Absence Days**	**Total Membership Days**	**Membership Day Count**	**Average Daily Membership**	**Average Daily Attendance**	**Attendance Rate**
09	**383.5**	**1,446**	**98.00**	**14.76**	**10.84**	**73.48%**
10	**1,706**	**5,096**	**98.00**	**52.00**	**34.59**	**66.52%**
11	**1,234**	**3,626**	**98.00**	**37.00**	**24.41**	**65.97%**
12	**1,370**	**4,256**	**98.00**	**43.43**	**29.45**	**67.81%**
School for Integrated Academics and Technologies	**4,693.5**	**14,424**	**98.00**	**147.18**	**99.29**	**67.46%**

SIATech Little Rock Charter		
Student Demographic Percentages		
Excludes PK Students		
153 Total Active Students On 02/01/2016		
District Gender Percentages		
Gender	**Gender Count**	**Gender Percentage**
Females	**85**	**55.56%**
Males	**68**	**44.44%**
Gender - Total	**153**	**100.00%**
District Primary Race Percentages		
Race	**Race Count**	**Race Percentage**
Asian	**1**	**0.65%**
Black	**145**	**94.77%**
Hispanic or Latino	**1**	**0.65%**
Two or More Races	**1**	**0.65%**
White	**5**	**3.27%**
Primary Race - Total	**153**	**100.00%**
District Meal Status Percentages		
Meal Status Code	**Meal Status Count**	**Meal Status Percentage**
01	**35**	**22.88%**
02	**1**	**0.65%**
03	**17**	**11.11%**
04	**86**	**56.21%**
Unassigned	**14**	**9.15%**
Meal Status - Total	**153**	**100.00%**

Discipline Actions By Grade/Race/Sex

School for Integrated Academics and Technologies

For Dates: Aug 17, 2015 to Feb 1, 2016

Grade: 09

Count	Black		Total			
	M	Total				
Other	1	1	1			
Out-of-School Suspension (not to exceed 10 days)	10	10	10			
Total	11	11	11			

Grade: 10

Count	Black			Total		
	F	M	Total			
Other	4	1	5	5		
Out-of-School Suspension (not to exceed 10 days)	4	7	11	11		
Total	8	8	16	16		

Grade: 11

Count	Black			Total		
	F	M	Total			
Out-of-School Suspension (not to exceed 10 days)	4	5	9	9		
Total	4	5	9	9		

Grade: 12

Count	Black			White		Total
	F	M	Total	M	Total	
Out-of-School Suspension (not to exceed 10 days)	1	3	4	1	1	5
Total	1	3	4	1	1	5

Discipline Incidents By Grade/Race/Sex

School for Integrated Academics and Technologies

For Dates: Aug 17, 2015 to Feb 1, 2016

Grade: 09

Count	Black		Total			
	M	Total				
Disorder Conduct	3	3	3			
Fighting	1	1	1			
Gangs	1	1	1			
Insubordination	5	5	5			
Truancy	1	1	1			
Total	11	11	11			

Grade: 10

Count	Black			Total		
	F	M	Total			
Fighting	3	1	4	4		
Gangs		1	1	1		
Insubordination	5	6	11	11		
Total	8	8	16	16		

Grade: 11

Count	Black			Total		
	F	M	Total			
Disorder Conduct	1	1	2	2		
Insubordination	2	3	5	5		
Other	1	1	2	2		
Total	4	5	9	9		

Grade: 12

Count	Black			White		Total
	F	M	Total	M	Total	
Disorder Conduct	1	1	2			2
Fighting		1	1			1
Insubordination		1	1	1	1	2
Total	1	3	4	1	1	5

A discussion of the achievement of or progress toward the current charter goals with the supporting data.

READING: STAR Assessments

Renaissance STAR Reading has been used by SIATech in Little Rock to measure the reading comprehension of its students at different points in time. This computer-adaptive assessment provides immediate reading level information, providing a system for staff & students to monitor reading skill growth over time. This information is also utilized to adapt and modify instruction for individual students. The expectations for growth is double what is expected in a traditional school year. A student who enters with a reading grade level of 6.4 is expected to improve to, minimally a grade level of 8.4 over 10 months. The evaluation of the reading and math data is externally done by the Value-Added
Analysis Network (V-AAN). The attachments show the individual student results (spreadsheets with the three years of reading data) and reports from the annual V-AAN year-to-year growth report in reading & math. These reports are done over the summer months and provided back to SIATech at the end of July.

Reading (Graduates)			
	Assessments Taken	Met or Exceeded	%
2012-13	41	19	46%
2013-14	48	22	46%
2014-15	31	12	39%

Reading (All)			
	Assessments Taken	Met or Exceeded	%
2012-13	147	65	44%
2013-14	169	78	46%
2014-15	220	97	44%

The preceding tables provide reading results for graduates and all students with growth data. SIATech places a focus on literacy requiring that all teachers are teachers of literacy. We believe that over the years, SIATech will trend up, toward the percentages listed as our goals.
The Scatter Plot graphs below provide visuals of the Trend Lines for Reading. The analysis behind these graphs is shown on tables in the attachment section. The data on the tables, was calculated from the Reading Baseline and Growth Scores from 2012-2015, show statistically significant findings for a paired t-test analysis of the Baseline and Growth scores with $p<.001$. All of the three years in Reading had a statistically significant finding with $p<.001$. This provides evidence that the SIATech English/Reading instruction and curriculum is making a statistically significant difference in learning for our students. (Based on All Reading Scores).

Goals in Mathematics

After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Math assessment using baseline and growth scale scores. The expected percentage (%) of individual cohort students meeting expectations is 65% in Year 2, 70% in Year 3, and 75% in Years 4-5.

Value Added Analysis

Expected Growth was evaluated for 2 years of growth in math skills over a one year time frame (10 months)

Math (>300 days students)			
	Assessments Taken	Met or Exceeded	%
2012-13	59	37	63%
2013-14	64	30	47%
2014-15	65	34	52%

The 2013-14 school year shows a significant drop, which may be partially due to the move off of the Job Corps campus to a community based program. For most all evaluative purposes, the 2013-14 school year is another first year charter and 2014-15 could be considered the second year of the charter.

Math (Graduates)			
	Assessments Taken	Met or Exceeded	%
2012-13	42	29	69%
2013-14	46	28	61%
2014-15	31	15	48%

Math (All)			
	Assessments Taken	Met or Exceeded	%
2012-13	154	95	62%
2013-14	166	76	46%
2014-15	218	113	52%

Recent efforts to improve student achievement in math include the addition of part 2 of the Mastery tests for the end of Part 1 of Algebra 1 and the end of Geometry. These tests require more explanations of the scenario readings and the ability to verbalize, in writing, the thinking and problem solving required to demonstrate understanding of the math. There has also been a significant effort to promote student collaboration across all content area, including math, particularly with problem solving.

An explanation, with supporting data, of the utilization of approved waivers and how those waivers assist inn meeting current charter goals.

Waivers from Title 6 A. C. A.

6-10-106 Uniform dates for beginning and end of school year

This waiver has allowed the school the flexibility it need to operate the school for opening dates and closing dates. Originally, these dates were set to those of the Little Rock Job Corps Center's year round schedule. After the 2013 move to a community school, the flexible dates has allowed the charter to continue to operate with an extended year schedule. This schedule not only is a benefit to the job corps students but to the community students as well.

6-11-129 Posting of Information of District Website

In keeping with other charter organizations, this waiver was not intended to avoid posting information onto a district website, but it did provide time for SIATech which was

originally located on a gated, federal facility, to work with its partner, the Little Rock Job Corps program, to create processes for posting information and allowing visitors and parents access to the SIATech campus when events were posted were scheduled.
Though this waiver remains in place, SIATech Charter high school is no longer located on the Little Rock Job Corps campus, and SIATech makes every effort to post information to our district website in a timely manner and to be incompliance with this Arkansas Education Code mandates.
This waiver allows us as a charter organization for organizational efficiency to post our policies, however we are unable to do so in the mandated form as a traditional school district. SIATech does not have a traditional salary schedule, certified, and classified policies as other traditional school districts.

These waivers below will allow SIATech to select and retain board of directors in accordance with our by-laws, as opposed to the statutes that are designed for use by the traditional school districts. These waivers will allow for organizational efficiency by allowing SIATech to implement a board governance system which is in line with the school's mission and vision:

6-13-608 Length of Director's Terms
6-13-611 Vacancies Generally
6-13-616 Qualifications
6-13-620 Powers and Duties

6-13-608 Length of Director's Terms
This waivers removes the term limits that a director can have. Some charter director's terms limits are five years.

6-13-611 Vacancies Generally
This waiver has helped the charter recruit qualified candidates to fill vacancies by providing us the time needed to find the best and most highly qualified candidate possible.

6-13-616 Qualifications
The waivers removes the qualification to become a board member thus allowing the charter to have members who may or may not qualify. This waivers has allowed SIATech the opportunity to fill all board positions.

6-13-620 Powers and Duties
This waiver allows the duties outlined to the Charter Management Organization.

6-15-1702 Parental Involvement Plan

When the charter was located on the job corps center, this waiver initially assisted the charter in remaining compliant by not having to complete a Parental Involvement Plan. The Department of Labor states that job corps personnel would serve as ***in loco parentis*** *for the students. In 2013, the charter became a community based charter school allowing students from the community to enroll while simultaneously keeping an MOU with the Little Rock job corps center. A parental involvement plan was completed to create a working relationship between students, staff and parents. Students ages 18-21 were treated as their own guardian and academic information was provided to parents with students consent. Some students enrolled lived alone, with a relative or was his/her own parent/guardian. The charter does work to develop and maintain relationship with parents/guardians through the following means: Parent/teacher conferences held in the Fall and Spring semesters; bi-monthly home mail outs which cover pertinent school information. In addition, teachers engage parents into their child's curriculum via email, student progress reports and calls (kept on a call log). Lastly, parents are given a Speak Up survey at the end of each academic year where they are afforded the opportunity voice concerns as the charter makes an effort to increase parent to school relationships. The leader has an open door policy to students and parents who have any concerns during the academic year.*

6-15-2302 General Business Manager –Responsibilities Minimum qualifications

The waiver allows the charter to hire a local Business Manager. The charter employs Complete Consulting and Chris Bell as the Business Manager. The Chief Financial Officer of the charter is based out of California with the CMO.

6-16-102 School Day

After several request, I have not had the opportunity to use this waiver because I have not had the opportunity to get the waiver explained to me. After reading the annotated code for this waiver, I am certain, if applied correctly, this waiver could assist the charter with student attendance and enrollment and would allow increased access for former dropouts to reengage in their academic goals and earn a high school diploma.

6-16-124 Arkansas History

Although the charter has the waiver regarding Arkansas History, the students are offered an opportunity to take this course.

6-17-111 Duty Free Lunch Period

This waiver has helped the charter by allowing our teachers to be in contact with the students on a daily basis which builds rapport and minimizes inappropriate activities.

6-17-114 Daily Planning Period

This waiver has given the charter the option deviate away from traditional planning periods of one period or more. With six teacher, a common planning would be detrimental to the model. However, teachers are given thirty minutes in the morning 7:30-8:00 and 3:30-4:00 time to collaborate with their peers.

6-17-203 Personnel Policy Committees

This waiver allows the CMO and the local board of directors to write and approve personnel policies.

Due to the increased teacher shortage in Arkansas, these waivers below will allow SIATech to hire highly qualified teachers and administrators. Although we seek to hire licensed teachers and administrators whenever possible:

6-13-109 School Superintendent
****6-15-1004 Qualified Teachers in Every Classroom**
****6-17-301 Employment of Certified Personnel**
6-17-302 Public School Principals-Qualifications and Responsibilities
****6-17-309 Certification waiver**
****6-17-401 Teacher's License Requirement**
****6-17-418 Teacher Certification-Arkansas History Requirement**
****6-17-902 Definition of a Teacher**
6-17-908 Teachers' Salary Fund
****6-17-919 Warrants void without valid certificate and contract**

- *6-13-109 School Superintendent*
    - *This waiver allows the charter to operate with the approval of a Superintendent who may or may not be credentialed.*

- ***6-15-1004 Qualified Teachers in Every Classroom*
    - *This waiver allows the charter employ teachers who are HQT (Highly Qualified) but may or may not hold an Arkansas license.*

- ***6-17-301 Employment of Certified Personnel*
    - *Due to increased teacher shortage in Arkansas, this waiver has allowed the charter to recruit, retain and employ teachers who are HQT and/or certified.*

- *6-17-302 Public School Principals-Qualifications and Responsibilities*
    - *Although this waiver is in place, the charter has employed an administrator with a Building Level Administrator credential since opening in 2011.*
    -
- ***6-17-309 Certification waiver*

- *Due to increased teacher shortage in Arkansas, this waiver has allowed the charter to recruit, retain and employ teachers who are HQT and/or certified.*

- ***6-17-401 Teacher's License Requirement*
  - *Due to increased teacher shortage in Arkansas, this waiver has allowed the charter to recruit, retain and employ teachers who are HQT and/or certified.*

- ***6-17-418 Teacher Certification-Arkansas History Requirement*
  - *Although the charter has the waiver regarding Arkansas History, the students are offered an opportunity to take this course. The charter has access to a credentialed Social teacher as well as BYU elective courses from an approved digital provider.*

- ***6-17-902 Definition of a Teacher*
  - *Due to increased teacher shortage in Arkansas, this waiver has allowed the charter to recruit, retain and employ teachers who are HQT and/or certified.*

- *6-17-908 Teachers' Salary Fund*
  - *The charter does not have a Teacher's Salary Fund and salaries, professional organizations, Arkansas Teacher Retirement, and insurance are paid through a CMO.*

- ***6-17-919 Warrants void without valid certificate and contract*
  - *Due to increased teacher shortage in Arkansas, this waiver has allowed the charter to recruit, retain and employ teachers who are HQT and/or certified.*

6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act of 1983

This waiver has given the charter the opportunity to remove or terminate staff who have failed to fulfill the obligations of their contract, without following the rules set forth under the Teacher Fair Dismissal Act.

6-17-1701 through 6-17-1705 Public School Employee Fair Hearing Act

This waiver has given the charter the opportunity to remove or terminate staff without following the rules set forth under the School Employee Fair Hearing Act.

6-17-2403 Minimum Teacher Compensation Schedule

This waiver allows the CMO to negotiate salaries based on experience, credential and expertise.

6-18-201 Compulsory Attendance-Exceptions Waiver

SIATech Little Rock Charter High School serves an older, highly mobile population of youth up to the age of 21 years old. On average, SIATech students have been out of

school for 232 days prior to enrollment. This waiver allowed SIATech to reassure parents and guardians, that were considering enrolling their minor children in SIATech Little Rock Charter School, that they would not be subject to penalties for non-compliance with Arkansas Compulsory attendance codes for absences their child accrued at their previous school setting, prior to enrollment with SIATech. This waiver was an essential component to remove a barrier to enrollment that might have stopped a significant number of parents from enrolling their minor children in the SIATech Charter High School program.

6-18-213(f) Attendance record and reports generally

Although we have this waiver, the charter keeps records of student's attendance as required by the state.

6-18-508 Alternative learning environment

Repealed

6-18-1001 et seq. Public School Student Services Act

SIATech Little Rock Charter School is a small program that will never exceed 300 students. The school is located in a facility that is one building, with no separate structures or locations. This waiver allowed the program to develop one comprehensive student services plan that was administered by the school Principal/Director, with the support of the site staff.

This waiver has allowed SIATech to provide the necessary range of guidance counseling and related services without the necessity of hiring full-time, licensed or credentialed staff to provide services. Any savings from the use of this waiver has been able to be used on educational services to increase student achievement.

6-20-2208 (c)(6) Gifted and Talented Expenditures

Although the charter was granted this waiver, the students who attend typically do not meet the criteria for GT services.

6-25-101 et. Seq. Public School Library Media and Technology Act

This waiver has allowed the charter to maximize the use of our digital media sources.

6-42-101 et Seq. Gifted and Talented Education

Although the charter was granted this waiver, the students who attend typically do not meet the criteria for GT services.

Waiver from Standards of Accreditation

9.03.1.2 Smart Core (38 Units)

This waiver has allowed the charter to focus on the core requirements for individual students. In addition to this, it has allowed staff to focus on increasing basic skills which will make our student population successful and employable.

9.03.4 38 Units of credit for grades 9-12

This waiver has allowed the charter to focus on the core requirements for individual students. In addition to this, it has allowed staff to focus on increasing basic skills which will make our student population successful and employable.

9.03.4.11 Advance Placement Offerings

Although the charter does not offer AP classes, the charter has access to AP curriculum through the approved digital providers from APSRC.

10.01 Professional Development

Although this waiver was approved, professional development is still required for all employees.

14.03 Clock Hours

This waiver supports the school's competency-based educational model.

****15.0 Personnel**

Although the charter was granted this waiver, the enrollment cap for the charter is 275.

16.01.3 Certified Counselor

This waiver has allowed the charter to employ staff who are knowledgeable with school reporting, student records management and course management. School counselor are one of the jobs that are in the critical shortage area for Arkansas. SIATech is achieving cost savings from this waiver while providing quality services. The cost savings have been used to help increase student achievement.

16.02 Media Services

This waiver has allowed the charter to maximize the use of our digital media sources.

16.03.3 Student Health Records

Although the charter was granted this waiver, a nurse has been employed to implement all of the health requirements for Arkansas School Health Records since becoming a community school. When the charter was on the Little Rock Job Center, student health services were provided by Job Corps.

18.0 Gifted and Talented Education

Although the charter was granted this waiver, the students who attend typically do not meet the criteria for GT services.

Waivers from ADE Rules and Regulations

Mandatory Attendance Requirement for Students in Grades 9-12
Four-day School Weeks
Certified Staff Salary Schedule
****Nutrition and Physical Activity Standards**
Parental Notification of an Assignment of a Non-Certified Teacher

A summary of the overall effectiveness of the charter school.

America has a dropout crisis, and it is measured in many ways. There are 1.8 million young adults ages 16–21 who neither are enrolled in school nor have completed a high school education.[1] More than 7,000 students drop out of high school every school day, adding up to more than 1 million students each year.[2] One in five high school students does not graduate with his/her peers.[3] Whichever statistic is used, the dropout crisis is gaining momentum as an area of focus for America's public school system. Federal-level initiatives are pushing states and counties to implement myriad strategies to prevent students from falling through the cracks and dropping out. Most of these strategies focus on keeping students in school and on track to boost graduation rates.

However, dropout prevention strategies cannot reach a critical subset of students—those who have disconnected from education. Some students will invariably fall through the cracks, leaving states, counties and local communities, in need of options that work for struggling students who are looking for a way back into public education.[4] Referred to as over-age and under- credited (OU), these students share a common academic background of struggling in traditional schools and failing to keep up with their intended graduating cohort.

Parker, S.D. (2013, May 31). A 'neglected' population gets another chance at a diploma. *Education Week.* Retrieved from www.edweek.org/ew/articles/2013/06/06/34overview.h32.html?intc=EW-DPCT13- EWH; Grad Nation. (2014). Grad rate data. Retrieved from http://gradnation.org/channels/grad-rate-data.

2 Alliance for Excellent Education. (2011, June 13). *Helping students get back on track: what federal policymakers can learn from New York City's multiple pathways to graduation initiative.* Washington, D.C.: Author; Grad Nation. (2014). Grad rate data. Retrieved from http://gradnation.org/channels/grad-rate-data.

3 Grad Nation. (2014). Grad rate data. Retrieved from http://gradnation.org/channels/grad-rate-data.

4 Reyna, R. (2011). *State policies to reengage dropouts.* National Governors Association Center for Best Practices.

SIATech, Inc., an educational public benefit nonprofit corporation, was formed for the specific charitable purpose of managing, operating, guiding, directing, and promoting programs such as the SIATech Little Rock Charter School and the vision, purpose, mission, and structure that follow. In keeping with that vision, purpose and mission, the SIATech Little Rock charter school aligns with the philosophy, pedagogy, and other organizational and program characteristics, which the school leadership team feels is instrumental in providing access to an accredited high school diploma program for a disenfranchised student population.

SIATech strives to break the cycle of poverty by providing high school students, who have dropped out of school or who are considered highly "at-risk" of dropping out, the opportunity to complete their high school education and to break the cycle of poverty for this population. SIATech views the students as 'At-Promise' as opposed to 'At-Risk'. To that end, SIATech's organizational mission is to provide a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in "Real Learning for Real Life." Using the Franklin Covey mission and vision development process, SIATech's vision has been created and refined by its stakeholders over the past years. This vision includes: 1) students viewing their future with optimism, finding success as self-directed learners, and contributing to society; 2) staff being empowered to make a difference in an environment of respect, recognition and professional growth; and 3) communities benefiting from the success and contributions of SIATech students. Integrity, Respect, Service, and Learning, the core values driving all organizational decisions, form the foundation for SIATech's expected school wide learning results (ESLRs):
Integrity: Do the right things for the right reasons.
Respect: Seek to understand, accept and treat others with respect.
Service& Social Responsibility: Make a positive difference.
Learning: Pursue opportunities for life-long growth.
Technology: Succeed in a high-tech world.

To reach and enroll the At-Promise student population, SIATech reaches out to students who bring one or more of the following characteristics: over-age and under-credit (high school eligible), and current or former involvement with the justice system. It is not unusual to enroll new students every week of the school year until April, and sometimes into May and June.

SIATech serves a population that is 94% African American and only 4% Caucasian and other ethnicities. The majority of students are low income and qualify for the national school lunch program. On average SIATech students have been out of school for 232 days prior to enrollment. More than half of SIATech students did not have either parent complete high school.

SIATech serves a very highly mobile population of students who had previously dropped out of at least one other educational program. Our students face many barriers as they strive towards

successful completion of the SIATech high school program. Despite these challenges, the graduation rate for SIATech students who were enrolled for greater than 300 days in the 2014-2015 school year was 53.9%.

SIATech uses a variety of indicators to assess and measure student engagement, progress and success. The Gallup Student Poll measures hope, engagement, and well-being. SIATech administered the poll in fall 2014, along with nearly a half million other high school students nationwide. In the four years administering the poll, many of the questions have received higher responses that student responses nationwide. The poll reflects the many ways that SIATech provides an excellent education environment for its students. SIATech Little Rock Students meet or surpasses national averages in the following hope indicators: Confidence in Graduation, confidence in getting good grades, goal pursuit, and confidence in finding a good job. Well-Being, how we think about and experience our lives is an indicator of how students are currently doing and is a predictor of future success. According to Gallup poll survey responses in the 2014-2015 school year, 74% of SIATech Little Rock students were thriving. SIATech Little Rock students' positive well-being responses far exceeded the national average when compared high school students nationwide. The vast majority of SIATech students feel that they are treated with respect, they respond that they have enough energy to get things done and they have family and friends to count on. SIATech graduates leave ready for advanced training, college and improved job opportunities.

The bottom line is this: SIATech Little Rock Charter School creates hope where there was no hope. We create an environment of possibility that inspires students to imagine a better future for the first time and instills in them the confidence they need with the tools to achieve their vision. Our goal through is to continue to serve over age, under credit, economically disadvantaged youth throughout Little Rock and the surrounding community. We will continue to provide increased access to opportunities to obtain an Arkansas high school diploma and preparation to successfully transition to college, advanced career technical training, the military and ultimately, to careers that provide a family supporting living wage.

Analysis of STAR Results is done by Dr. John Schacter of the:
Value-Added Analysis Network https://valueadded.teachingdoctors.com

The Value-Added Analyses Network

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Home | Administration | Results | Education

District: SiaTech SGM | Year: Historical | Level: School (All) | School: Little Roc k | Subgroup: ALL

Little Rock Gains & Achievement Levels(ALL)

	Gain Ratio* Value-Added					Achievement					#Students
Subjects	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015
Math	1	-4	8	-10		28	27	29	25		218
Read	-16	-9	-5	-66		22	23	26	19		220

*Gain Ratio is the observed gain divided by the expected gain.

Analysis of STAR Results is done by Dr. John Schacter of the:
Value-Added Analysis Network https://valueadded.teachingdoctors.com
Students who were below/above expectations

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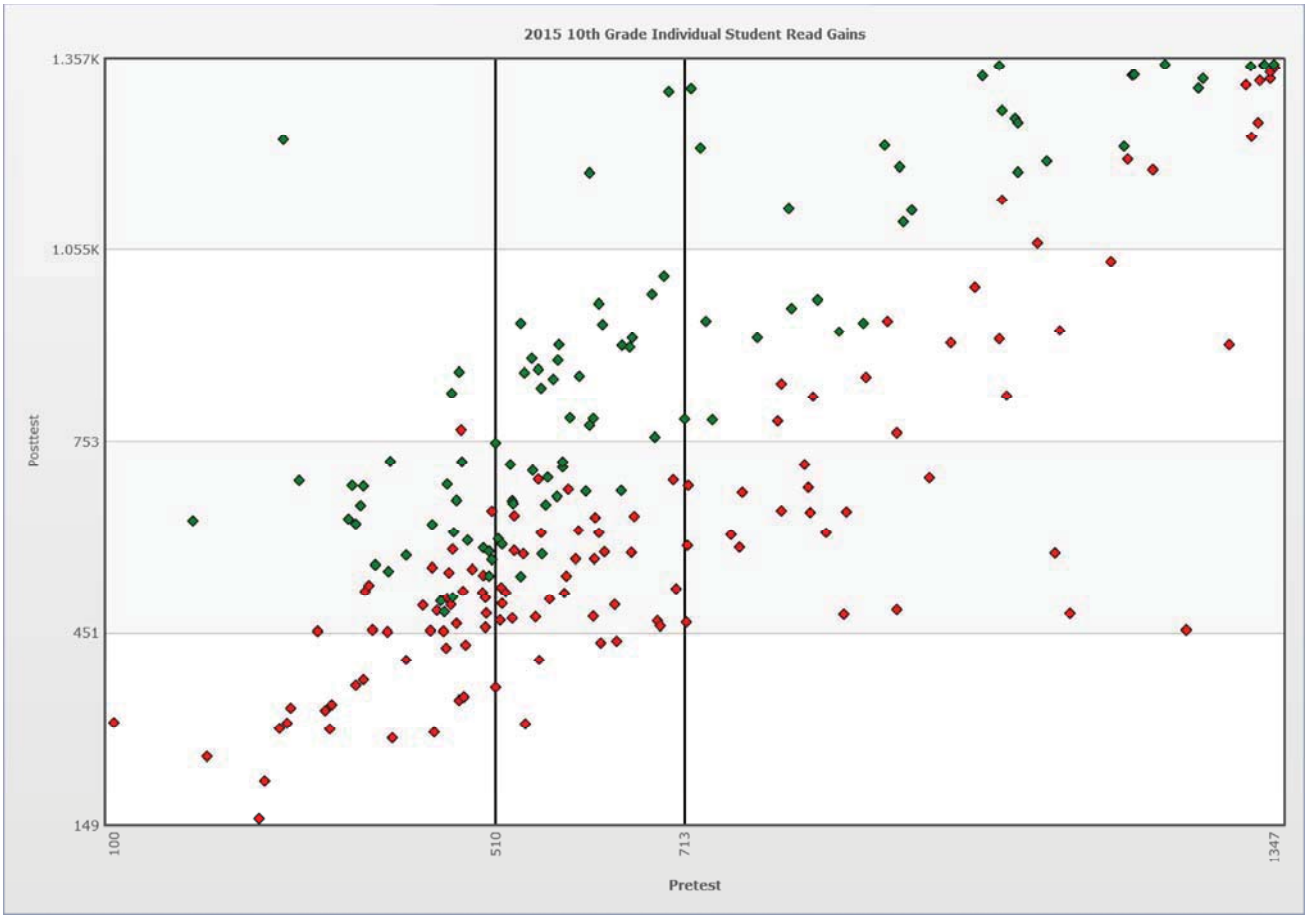
District	Year	Level	School	Content
SiaTech SGM	2015	Student (Grade)	Little Roc k	Read

2015 Individual Student Read Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2015	Below Expectation	Above Expectation	Low	Middle	High
10 *	220		56%	44%	-	+	-

(*) Indicates graph shown



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ADE Evaluation and Applicant Responses

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

Name of School: School for Integrated Academics & Technologies (SIATech)

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

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

Comments and Additional Questions:
- Define "exited student."

Applicant Response:
Exited Students are those who left during the school year (Graduates, Drops, Transfers)

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

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

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

Comments and Additional Questions:
- Provide the name, position/title, and relationship of any board member, charter employee, or management company employee who has a relationship with administrator Katie Tatum.

Applicant Response:
There are none: No board member, charter employee, or management company employee has a relationship with administrator, Katie Tatum.

SECTION 3: STUDENT AND TEACHER RETENTIONAND RECRUITMENT

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

Comments and Additional Questions:
- Complete the Student Retention Table. The last six columns of the first row should add up to 100%.

Applicant Response:
Please see student retention table (Attachment 3)

Remaining Concerns: It remains unclear what measures the charter is taking to increase retention.

Student Recruitment
Applicants are requested to compile and analyze student recruitment data.

Evaluation Criteria:
A response that is fully responsive will include:
- A complete table with data about students recruitment goals by student subgroups; and
- Complete information in response to charter-specific prompts, if any;
- Additional commentary that includes strategies to increase enrollment from subgroups to be more similar to the local district demographics.

Fully Responsive

Comments and Additional Questions:
- Explain why free and reduced lunch students represent a lower percentage of the charter's population as compared to the resident district.
- Explain why no SIATech students in 2015-2016 are eligible for free and reduced lunches when more than half were eligible in 2014-2015.
- Explain why it is projected that there will be no free and reduced lunch students in the future.
- Explain why Hispanic students represent a lower percentage of the charter's population as compared to the resident district.
- Explain why special education students represent a lower percentage of the charter's population as compared to the resident district.
- Describe recruitment strategies that will be utilized to obtain the projected student demographics in 2016-2017 and beyond.

Applicant Response:

- Explain why free and reduced lunch students represent a lower percentage of the charter's population as compared to the resident district.

  Due to the uniqueness of our model, at any given time our Child Nutrition counts will show an 8% variance either positively or negatively. The eligibility counts are determined by who is currently enrolled at that time. As of today, 119 students are classified as Free (01 or 04), 17 are classified as Reduced (02) and 1 is Pay (03)

- Explain why no SIATech students in 2015-2016 are eligible for free and reduced lunches when more than half were eligible in 2014-2015.

  This was a reporting error.

- Explain why it is projected that there will be no free and reduced lunch students in the future.

  This is not correct. There will surely be free and reduced lunch students in the future.

- Explain why Hispanic students represent a lower percentage of the charter's population as compared to the resident district

  As an open enrollment charter school with limited recruitment, the percentage of entering students is determined by those who express an interest in our unique program. SIATech staff will explore ways to seek out participation from the Hispanic student population.

- Explain why special education students represent a lower percentage of the charter's population as compared to the resident district.

  SIATech personnel are immersed in the RTI^2 Arkansas Model which has training videos on the IDEAS website as well as intervention responses. The ultimate goal of school based RTI is to maximize the academic and social, emotional, and behavioral learning, progress, and proficiencies of all students. The outcome of successful RTI is to graduate students who are successful independent learners and have the ability to effectively manage themselves. Students who have difficulty responding to effective instruction or having adequate self-management skills often have these barriers when:
  - Students are not learning and mastering information or skills;

- Their speed of mastery (or skill acquisition) is not as fast as typical/other students;
- They are having difficulty applying or "transferring" knowledge or skills;
- Specific emotional circumstances or conditions are impeding skill acquisition, mastery, or transfer; or
- They are not motivated to learn, or they are not held accountable for learning

The SIATech curriculum allows for students to receive multiple layers of support (classroom teachers, Help Button, peer tutoring, small group lessons). In addition to these multiple layers of support, students are not pressured to stay at the same rate/speed as their peers. They are able to work at their individual optimum pace to gain skill mastery. Students who entered SIATech with an Individual Educational Plan (IEP) which required supports such as extra time, opportunity for small group lessons, and re-teaching lessons as needed or small group environment, just to name a few, automatically have these supports built into the SIATech curriculum. With the use of an effective RTI model, student academic and emotional growth is monitored and assessed regularly for gains as well as lack of gains.

The SIATech staff meets regularly to assess student growth and achievement and use individual assessments to create adequate academic plans for students who exhibit academic struggles. In addition to this, SIATech staff mentors students through behavioral barriers and offer alternative strategies to solving school based issues. If the need arises, staff will also coach students through peer intervention strategies which helps students to learn effective problem solving skills which can transfer into the work environment.

Although some students will require a more intensive Individualized Educational Program (IEP) to aide in academic success, the tiered RTI models combined with the academic supports built into the SIATech curriculum provides an enriched foundation for academic growth.

- Describe recruitment strategies that will be utilized to obtain the projected student demographics in 2016-2017 and beyond.

  Applicant Response:

  SIATech staff seeks to recruit a specific target student population; educationally disenfranchised, and almost all of whom come from situations of poverty. To do that, we engage in the following strategies:
  - Speak to counselors at the surrounding high schools informing them of our School Mission and Vision and explaining the school program (specifically target juniors and seniors who are not on track to graduate with their class)
  - Continue to engage with Job Corps leadership
  - Go into the community and publicize our program in retail areas located where our students live
  - Work with juvenile justice judiciary to provide referral options for school (high school eligible)
  - Use our students and parents as ambassadors for the school
  - PSA on local radio stations
  - Ads in local magazines like LR Family
  - Attendance at recruitment fairs that are held at churches and other student interest groups
  - Recruitment tables set up at McCain Mall during peak seasons, an area with many of our students
  - Distribution of flyers at local restaurants

Remaining Concerns: It remains unclear that all protocols required for special education students are followed in addition to implementing RTI.

Part B: Lottery Procedures
Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:
- A clear, transparent, and public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive

Comments and Additional Questions:

- Explain why the lottery date will only be publicized on the charter school website.
- Describe how the parents/students will be notified of their placement status.
- Explain the process that is followed if the charter school is unable to contact the parents/students following acceptance.
- Explain the way in which students will be placed on the waiting list and how the waiting list will be maintained.

Applicant Response:

Explain why the lottery date will only be publicized on the charter school website

In addition to publicizing on the website, when a lottery is needed, all interested students/parents will be provided information on the lottery process upon expressing interest in school enrollment.

SIATech Lottery Information Process

- A SIATech Lottery Process Fact Sheet is available and will be updated with respect to date and time of the next lottery, enrollment slots available...
- The Fact Sheet will be provided any time an interested student/parent inquires about the enrollment process and there is a current Wait List or upon request. It will be noted on the Fact Sheet that lottery information is also available on the school website.

Describe how the parents/students will be notified of their placement status.

The student/parent will complete a SIATech School Information Form and meet with a staff member to respond to questions about the school program and respond to lottery questions.

SIATech Lottery Process

- A SIATech Lottery Process Fact Sheet will be updated to include, location, date/time of next Lottery & available student seats.
- The Fact Sheet will be provided any time an interested student/parent inquires about the enrollment process and there is a current or pending Wait List. It will be noted on the Fact Sheet that lottery information is also available on the school website.
- Lotteries will be held, as needed, or on a monthly basis.
- Students/Parents will be contacted by email or phone, the next day or within 24 hours after the lottery, using the contact preference information provided on the School Information Form

Explain the process that is followed if the charter school is unable to contact the parents/students following acceptance.

Staff will use the multiple contact information listed on the school information form provided by the student/parent email(s), phone number(s) and a US mail addresses. Contact Information requests will include: Two (2) of each: email addresses and phone numbers [home/personal **and** a business/alternate]

- Staff will try all provided phone numbers and email addresses: **If no response after 24 hours**
  - Email and phone contact will again be pursued and if <u>no contact is made</u>, a **US Mail letter** will go the home address
  - If there is no response after an additional 48 hours a repeat of calls and email will be made informing the parents and citing the following:
  - "The expectation is that the student/parent will respond, in writing, within 10 days of notifications and schedule/participate in a formal enrollment meeting."
- If the student/parent does not show up at the scheduled meeting time, there will be one more effort to schedule a meeting date. If that meeting does not take place, the enrollment placement will be set aside for the next 10 days and vacated if a meeting is not held during that time frame and no contact has been made

Explain the way in which students will be placed on the waiting list and how the waiting list will be maintained.

Waiting List Procedures

- The student name will be put on the waiting list after meeting and reviewing the SIATech School Information Form with a staff member
- Throughout the year, parents/guardians and/or students will be notified of their child's acceptance no later than one week after the drawing and
- Once notified, parents/guardians and/or students will have approximately ten (10) days (as described above) to notify the school, in writing, of their decision to attend, before losing their enrollment opportunity.
- After the close of the school year, student names will remain on the waiting list until August 1st of the new school year as long as they have notified school staff, in writing, of their wish to remain on the list for the new school year.

Remaining Concerns: The lottery and waitlist procedures remain unclear.

Part C: 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
- Reasons that can be substantiated for teachers who leave the charter; and
- Current practices and future plans to retain teachers.

Fully Responsive

SECTION 4: DATA AND BEST PRACTICES

Part A: 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

Comments and Additional Questions:

- Provide examples, supported by data, of the achievement of, or progress toward achieving, the charter's current academic goals.

Applicant Response:
GOALS for Math and Reading
Individual student learning gains in literacy and numeracy, that minimally meets and generally exceeds what is expected, using nationally recognized and normed assessments (i.e. Renaissance Place reading and math assessments). An increase in the percentage (%) of students meeting a two year growth goal was not achieved. We believe two reasons led to this: 1. The goals were too ambitious and, 2. Over the first four years, there were two different school locations, a complete change in the partnership model, major revisions to the charter, which had to go through an approval process, the need to plan and initiate a student recruitment plan and identify a location that would be accessible to our Job Corps partners, negotiate a lease arrangement and get a new school ready to open, all in a matter of months.

The graph below provides aggregated individual student growth information for the past four school years.
A green bar indicates that most students DID meet two (2) years growth in one (1) year's time a red bar means that most did NOT. Grays indicate that students may have met the goal (more likely if bar above center line, less likely if below).

SIATech @ Job Corps: Years 1 & 2 2011-12 and 2012-13

The school was located on the Job Corps Center where all but 2-4 students, at any one time, were participants in the Job Corp Program. Students demonstrated significant growth in both reading and math for each of these two years and did have a positive gain (slope) across the two years. In math, the greater majority of students not only met expected growth but exceeded 2 years growth.

SIATech in the Community: Years 3 & 4 2013-14 and 2014-15

During the next two (2) years the school was located within a mile of the Job Corps Center where the school served 90+% community students. After waiting for the approval process to finalize, we were able to move forward with formal lease negotiations. Much effort was put into opening a new school within a very short timeline. The school was ready to open, but it was not ideal for some time. During the 2013-14 school year, Job Corps did continue to regularly send students to the SIATech campus.

SIATech staff was able to do much greater outreach to our target population for the second year we were open off center, inclusive of relationships with the judiciary serving our age students. For the 'new' SIATech, the math results showed very close to a majority of students meeting the two (2) year goal and a slight improvement in the second year. Reading was a slightly different story in that we started to get a greater number of students that had difficulty in picking up reading skills. We did drop in the reading growth for the second year (negative slope).

SIATech staff will continue with a two year growth goal for both math and reading. The bar has been moved up a bit with the use of the newest version of Renaissance STAR Assessments, STAR Enterprise version. We recognize the importance and the need to elevate our focus on reading.

Little Rock Gains & Achievement Levels(ALL)

	Gain Ratio* Value-Added					Achievement					#Students
Subjects	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015
Math	1	-4	8	-10		28	27	29	25		218
Read	-16	-9	-5	-66		22	23	26	19		220

*Gain Ratio is the observed gain divided by the expected gain.

'Real Life' Goals:

Student demonstrations of 21st century technology skills

- All SIATech graduates complete an elective course 'Creative Tech & Senior Projects'
  Creative Tech: Digital Arts course (unless they transfer in with a very similar course), and
  Senior Projects, either through an elective course (if they need the credits) or through other content areas

  Creative Tech: Digital Arts and Senior Projects are courses designed to facilitate the development of 21st century technology skills. In these courses, students learn industry standard productive and creative software to create art, design, multimedia, technology and engineering projects. Students share feedback and reflect deliberately and critically on their work and that of their peers, eventually presenting their best work to their communities. Students produce art, design, technology, productivity and multimedia projects requiring collaboration, problem solving, critiquing and creativity.

- Graduation Data Student Graduate Numbers
  - **2011-12 18**
  - **2012-13 58**
  - **2013-14 53**
  - **2014-15 30**

Student awareness, attention and achievement of advanced career-technical training and/or post-secondary education

- The implementation of a plan to ensure that all graduates have a 'next step' plan after graduation will be supported by the implementation of a formal case-management system. This was likely one of the greatest losses in leaving the Job Corp program location. We are now starting to pick up these pieces through our ILP efforts (attachment 3).

Part B: Discipline and Attendance Data

Applicants are requested to review the discipline and attendance data for the charter and the resident district and describe the ways in which the charter improves student behavior and attendance.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by the data, describing the ways in which the charter improves student behavior and attendance;
- Thorough explanation of disproportionate representative by subgroups, if any; and
- Complete information in response to charter-specific prompts, if any.

Fully Responsive

Comments and Additional Questions:

- Explain why no discipline data were reported for the charter in 2014-2015 as reporting issues were addressed by the end of the 2013-2014 school year.
- Explain what competency based system was first used by SIATech in 2011.
- Provide the timeframe for implementing the case management system.
- Provide an example of how Zero Tolerance has been appropriately applied.

Applicant Response:

- Explain why no discipline data were reported for the charter in 2014-2015 as reporting issues were addressed by the end of the 2013-2014 school year.

  Most issues were resolved regarding transcripts, it wasn't until the departure of the counselor, that the school principal learned that the discipline was not reported accurately. To this date all discipline data is entered correctly.

- Explain what competency based system was first used by SIATech in 2011.

  SIATech opened (2011) using a learning-based approach versus a time-based education system of completing courses and awarding credits. The following elements were used to drive a high quality, competency-based approach at SIATech.
  - Student progress through the curriculum upon demonstration of mastery
  - Clearly delineated and measurable learning objectives are evaluated
  - Assessments are used in a constructive manner to reinforce learning and to identify areas of needed remediation (additional learning experiences), as needed, for students to demonstrate mastery
  - Each student's individual learning needs are addressed

- Provide the timeframe for implementing the case management system

  SIATech had a system when we were located on the Job Corps Campus. Job Corps Counselors lead those teams and a member of SIATech staff participated in the many meetings that were held. SIATech is in the process of finalizing the gradual rollout of a system to ensure that every student has an adult, from SIATech, that is paying attention to him/her. Even though we are a small high school, we want to ensure that no student slips through without multiple efforts to help them be successful. A DRAFT paper has been developed (see attached ILP) for the new system.
  .

- Provide an example of how Zero Tolerance has been appropriately applied.

  IATech staff and the school model strongly promotes the implementation of practices to ensure a safe and secure school environment. One of the components of this model is the promotion of a Zero Tolerance policy for serious offenses. The student handbook clearly describes the different Levels of Offenses, inclusive of Zero Tolerance offenses, Levels 1 and 2, both of which qualify as serious offenses and as possible expulsions. There have been 13 disciplinary incidents this year that have been taken to the Board of Directors for Expulsion. All of these offenses involved Insubordination and/or Disruptive behavior (Level 2). Of these 13 individuals, none left the district prior to their hearing coming before the Board. Parent/Guardians are always invited, regardless of the student age. No student has kept their family member from attending these meetings. All cases to date during this school year, involved thirteen (13) individual students who were recommended by the Board for Expulsion. It is important that a strong set of expectations are upheld at SIATech. There have been no instances, where the students, belatedly, had not been remorseful, but where safety is concerned, there must be difficult decisions. On a more positive note, six (6) students returned from expulsions and are now fully engaged in their learning.

  SIATech promotes a Zero Tolerance policy, for serious offenses; we are all aware these have to be viewed judiciously and when appropriate (identified serious offenses) are taken to the Board of Directors for review.

Remaining Concerns:

- **It remains unclear that manifestation determination conferences are held, as required for special education students, when implementing a zero tolerance policy.**
- **The timeframe for implementing the case management system was not provided.**

Part C: Best Practices

Applicants are requested to identify and describe one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative, supported by data, describing one (or more) best practice(s) that lead to the achievement of, or progress toward achieving, the charter's current approved academic goals.

Fully Responsive

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

Comments and Additional Questions
- Given the data provided in the reading tables on page 27, explain why it is believed that "SIA Tech will trend up, toward the percentages listed as our goals."
- Provide the number of individual students who took the Renaissance STAR assessments for math and reading in 2012-13, 2013-14, and 2014-15. If these numbers are not similar to the number of students who took the writing assessments, provide an explanation for the inconsistency.
- Discuss the training that is provided to teachers before writing assessments are scored.
- Explain the process used and/or measures taken to ensure that writing scores are valid and reliable.

Applicant Response:

- Given the data provided in the reading tables on page 27, explain why it is believed that "SIA Tech will trend up, toward the percentages listed as our goals."

  Over the past 2 1/2 years SIATech has been challenged in many ways, most of which were not related to school. Essentially Year 1 was positive and math/reading scores went. Year 2 In the middle of this year we began the process of writing a new charter application (tracking all edits). There were significant changes due to the move off the Job Corps Center. Nevertheless, using the STAR growth data for all four years there are positive slopes in math and reading for years 1 & 2 and a positive slope for math in years 3 & 4. We did not see that for reading. What has been observed in reading is a similar 'low' reading skill set that we saw at Job Corps but less 'recall' of vocabulary, grammar rules, etc. We recognize the need to provide a strong focus on literacy, reading and writing, and are gently making all of our staff, teachers of literacy.

- Provide the number of individual students who took the Renaissance STAR assessments for math and reading in 2012-13, 2013-14, and 2014-15. If these numbers are not similar to the number of students who took the writing assessments, provide an explanation for the inconsistency.

Reading	***n***
2012-13	***147***
2013-14	***169***
2014-15	***220***

Math	***n***
2012-13	***154***
2013-14	***166***
2014-15	***218***

Writing	***n***
2012-13	***36***
2013-14	***44***
2014-15	***34***

These numbers represent paired baseline and growth scores for students. Attached are the procedures for writing and the training that was done. A key teacher participated in our Trainor of Trainor Professional Development and training staff on site for the double blind scoring and facilitating the Writing Process. SIATech Learning Support team member were at the site for the initial training for all assessment processes and a Writing Lead staff member received additional training. The Writing Lead has directed this process for the past four years.
All Baseline assessments are given upon enrollment (during the 1st month)
Growth assessments for reading and math are given multiple times throughout the year (2-8 times/year).

Growth assessments for reading are given at the end of the English curriculum. SIATech is shifting away from the double-blind scoring to support more frequent assessments of writing in this process. The participation on this chart, for writing, is much less due to the exiting of students prior to graduation and leaving at all times throughout the year, many prior to completion of the SIATech English curriculum when the growth assessment is administered. A new timeline process will be put into place to support the gathering of more writing growth data.

- Discuss the training that is provided to teachers before writing assessments are scored.

  Training was provided to instructional staff during the first year of operation. Attached documents (2), describe the process. A SIATech teacher was the lead for the implementation of the Writing Common Assessment practices and scoring for the first four school years of school operation. The school Principal has assumed this interim responsibility for the current school year. Group blind scoring practice was also included in the training process.

- Explain the process used and/or measures taken to ensure that writing scores are valid and reliable.

  Staff training and a common writing assessment process helps to provide, as best possible, Validity and reliable for scoring student essays.

Remaining Concerns:

- **Reference is made to attached documents that describe the training provided prior to scoring writing assessments, but the documents were not provided.**
- **It remains unclear who trains teachers to score the school-administered writing assessments.**

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

Comments and Additional Questions:

- Confirm that the new target goals for reading and math are to increase each individual student's growth by two (2) years for every one (1) school year.

Applicant Response:

GOAL CLARIFICATION

Annually, the goal for each individual student, enrolled 90+ days and assessed below the 11th grade level, is to accelerate learning in reading and math.

- Accelerated learning is defined as **greater than** one year's growth in one year's time.
- Our external analysis provides information for a much high expectation: 2 years growth for every student over one year's time

An overall goal**, for all students,** is to accelerate learning, but 100% is not feasible, nor do we want to select a specific % as a goal.

A statistically measurable goal is for SIATech student results **to trend up over the five years** toward a high level goal (two (2) years growth in (1) one year's time). There will be a five year trend line (Line of Best Fit) that trends up (positive slope). SIATech uses a very high bar to promote best efforts from staff and students. We know that not every student will meet a two years growth goal but we hope to incrementally improve over the years, learning

with our students, on the best ways to meet their social, emotional and learning needs.

Realistically, SIATech in Little Rock has data on two different schools:

1. The data from years one and two when the school was located on the Job corps Center
2. The data from years there and four when the school moved to a community location

This time and energy that went into addressing the Job Corps situation took much time and energy on the part of all team members. This is not an excuse, but it is the reality of the school history for the first four years. We anticipate a change toward the positive with respect to goal achievement over the next several year, starting with this year.

This past year SIATech purchased the new Renaissance Math and Reading assessments to raise the bar with respect to student achievement in math and reading. There are new norming tables and higher expectations of students with respect for math and reading skill levels.

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

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**.

See Legal Comments.

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**.

See Legal Comments.

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.

See Legal Comments.

Group Combined 2013-2014 School Year Through 1-Oct-15	Total Number Enrolled	Number Left Without Completing the Highest Grade Offered	Total % Left the Charter	% Left for Other Arkansas Charter	% Left for Arkansas Traditional Public School	% Left for Arkansas Private School	% Left for Home School in Arkansas	% Left the State	% Left for Unknown Reasons
All	572	392	69%		10%	11%		1%	78%
Two or More Races									
Asian	5	3	60%						
Black	488	333	68%		12%	12%			76%
Hispanic									
Native American/ Native Alaskan	2	2	100%						
Native Hawaiian/ Pacific Islander	2	1	50%						
White	75	53	71%		15%	9%		4%	72%
Migrant									
LEP									
Gifted & Talented									
Special Education									
Title I									
Free and Reduced Lunch	400	353	88%		8%	13%		1%	78%

Part C: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Teachers Who Left During the School Year		Teachers Who Returned to Teach at the Charter the Following Year		Teachers Who Took Other Positions within the Charter Organization	
		Number		Number	%	Number	%
2012-2013	6	3	50%	3	50%	0	0%
2013-2014	6	3	50%	3	50%%	0	0%
2014-2015	5	1	20%	4	80%	0	0%
2015-2016	6	1	17%				

The content area teachers from the years above were moderately balanced as indicated below: Math 2
English
3 Science
2 Social Studies
1

Review the data in the Teacher Retention Table. Discuss the reasons that teachers leave the charter and current practices and future plans to retain teachers.

There have been a myriad of 'life' reasons for staff leaving SIATech. Specific reasons for the teachers who left were as follows:

*Resignation*s

- Family needs, moving back home due to the retirement of a spouse (1 individual)
- Long term substitute returning to retirement (1 individual)
- Specific Reasons for Leaving

  Personal-health (1 individual), Self-Reflection on Job Match: A lack of teacher ability to serve the diverse learning needs and different pacing for the individual students (2 individuals), Other work opportunities (2)

...SIATech/MYcroSchool Individual Learning Plan (ILP) Development:

A Strategic Plan (System)

School staff must be engaged in building the ILP process at each school site to ensure it is implemented regularly and equitably, seen as a significant organizing tool for a student's academic career, and **acted upon by students**. The ILP must be integrated into the school's academic program in a meaningful way, and all educators must embrace the interests, desires, and aspirations expressed by students, used to produce desired educational outcomes, to be meaningful.

Some of the Primary Purposes of an ILP are to

- help to ensure that students take responsibility for their education, are thoughtful and goal-oriented about the educational choices they make, and use their time in school purposefully.
- bring greater coherence, focus, and purpose to the decisions students make about their education by collecting personal information such as demographic information, educational history, assessment results and advising on possible activities (e.g. college visits)
- assist students with
  - setting personal goals and keeping these insight as school progresses
  - reflecting on personal and academic progress or success
  - creating, maintaining, and changing resumes
- ensure that every individual student has a plan in place for next steps after graduation

Basic Assumptions Include

- The needs of individual students are different, and thus, must be differently addressed.
- There is an emphasis on the student's role in the learning experience.
  - documenting and reflecting on activities including community service, work experience, career planning and extracurricular activities
  - promoting the exploration of multiple Career Exploration activities to support individual discovery of skills, abilities, and learning preferences
  - exploring colleges and/or postsecondary training opportunities that fit with desired career and other life goals
- Students can store and organize information while recording their opinions, interests, and thoughts. (resume building)
-
- Students develop plans in collaboration with an advisor/mentor to help them achieve short- and long-term learning goals and to prepare and plan for successful next steps after high school graduation.
- Regular meetings are held and documentation is done for each meeting, with the student assuming more and more responsibility for carrying out and documenting all activities and developing their personal plan.

CASE MANAGEMENT PROCESS: EACH SITE SHOULD WRITE/LIST THE IMPORTANT COMPONENTS OF THEIR SITE PLAN (WHO, WHEN, HOW)

Site Plan to ensure that each student has an adult that regularly checks in with students to provide guidance and support, which minimally includes

Caseloads: Every adult working at a SIATech school campus may assume responsibility for a caseload (e.g. principal (5), teachers (20) admin (5) which is documented and updated as needed.)

Caseload assignments may change over time and/or on a specific schedule.

Throughout the school year discussion topics should include

- ***knowledge*** (e.g. application/transfer of what has been learned, standards),
- ***skills*** (e.g. learning how to learn, capacities and strategies empowering student engagement in higher order thinking, setting and reaching goals)
- ***dispositions*** (e.g. socio-emotional skills and behaviors associated with success in school, career, and citizenship).

MONITOR/TRACK EACH STUDENTS PROGRESS TOWARD GRADUATION

Academic Goals and Interventions as needed (Incorporates long-term goals of the student)
Establish College & Career Readiness throughout the education program

IDENTIFY SHORT & LONG TERM CAREER PATHWAY GOALS, AS WELL AS ACTIONS TO ACHIEVE GOALS

Processes should

- include an emphasis on the student's role in the learning experience
- give credence to the student's aspirations - cultural, artistic, social, or personal

STORE AND ORGANIZE INFORMATION

- Student Plans should promote parent/counselor-advisor input for student consideration.
- Student documentation of major milestones and/or accomplishments
- Students will use the information gathered and discussed above to chart a personal program that addresses current and future success.
- Collect contact information from graduates
    - Encourage students to engage with their alumni association after graduation

ADE Legal Review of Waivers Requested

SIATech
2015 Open-Enrollment Renewal Application

New Waivers Requests

1. School Boards

ARK. CODE ANN. § 6-13-619(c) and (d) (restrictions concerning board members who need to attend meetings electronically instead of in person)

ARK. CODE ANN. § 6-13-615, 621, 628, and 630-634 (sections of the school board portion of the Code that are not applicable to open-enrollment public charter schools)

Legal Comments: Rational should be provided to explain how these waivers will help the Applicant achieve its goals.

Applicant Response:

Ark. Code Ann. §§ 6-13-619 (c-d)
SIATech requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.

Ark. Code Ann. §§
6-13-615 6-13-621
6-13-628 6-13-630
6-13-631 6-13-632
6-13-634 6-13-635

SIATech seeks exemptions from the above listed portions of the Education Code to the extent that they govern school board operations. SIATech is requesting this waiver from these statutes, which are on their face, applicable only to school districts, to ensure that there is no confusion as the applicability of the statutes to the governance structure of charters.

Remaining Legal Issues: None

2. School Elections

ARK. CODE ANN. §6-14-101 et seq. (provisions concerning school district board elections which are not applicable to open-enrollment public charter schools)

Legal Comments: Rational should be provided to explain how these waivers will help the Applicant achieve its goals.

Applicant Response:

Ark. Code Ann. §§ 6-14-101
SIATech seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SIATech is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of the SIATech charter.

Remaining Legal Issues: None

Waivers To Be Rescinded

1. Arkansas History

ARK. CODE ANN. § 6-16-124

Applicant Response:
At this time the charter wishes to maintain all currently approved waivers.

Remaining Legal Issues: Applicant needs to confirm whether they want to maintain this waiver or wishes to rescind. ADE Legal Services has no issues should they choose to rescind; however, clarification as to what is requested needs to be made by the charter.

2. Teacher Licensure

ARK. CODE ANN. § 6-17-418 – Teacher Licensure – Arkansas History Requirement

Applicant Response:
At this time the charter wishes to maintain all currently approved waivers.

Remaining Legal Issues: Applicant needs to confirm whether they want to maintain this waiver or wishes to rescind. ADE Legal Services has no issues should they choose to rescind; however, clarification as to what is requested needs to be made by the charter.

Application

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: December 17, 2015

Charter School: School for Integrated Academics & Technologies (SIATech)

Arkansas Department of Education

Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Table of Contents

Introduction	4
Section 1. General Description of the Charter School's Progress and Desegregation Analysis	5
Part A. Charter School Progress	5
Part B: Desegregation Analysis	6
Section 2 – Composition of the Charter School's Governing Board and Relationships to Others	8
Part A: Composition of Governing Board	8
Part B: Disclosure Information	10
Section 3 – Student and Teacher Retention and Recruitment	13
Part A: Student Retention and Recruitment	13
Part B: Lottery Procedures	15
Part C: Teacher Retention	16
Section 4- Data and Best Practices	18
Part A: Test Data	18
Part B: Discipline and Attendance Data	19
Part C: Best Practices	22
Section 5 – Academic Performance Goals	26
Part A: Current Performance Goals	26
Part B: New Performance Goals	31
Section 6- Finance	35
Section 7- Waivers	35
Part A: New Waiver Requests	37
Part B: Waivers to Be Rescinded	
Section 8- Requested Amendments	38
Renewal Application Evidence Attachments	39

Sponsoring Entity:	**New Education for the Workplace Inc.**
Name of Charter School:	**SIATech**
School LEA #	**6052700**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Ms. Katie Hatley Tatum** **6724 Interstate 30 (I-30), Little Rock, AR 72209** **(501) 562-0395** **(501) 562-7671** **Katie.Tatum@siatech.org**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Ms. Essie Talley** **10614 Lionel Drive, Little Rock, AR 72209** **(501) 247-3032** **(501) 562-7671** **Essie.Talley@siatech.org**

Number of Years Requested for Renewal (1-20) Five (5) Years

Renewal Application Approval Date by the School/Entity Board(s): 17 December 2015

Introduction

The Mission of SIATech in Little Rock (School of Integrated Academics and Technologies, Inc.) is to provide a premiere high school drop-out recovery program engaging students through relationship focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life ®. The school views all at-risk students as 'At-Promise' and provides this population of youth with the opportunity to earn a high school diploma, leading to advanced study and expanded opportunities for success in the workforce.

The SIATech Vision of Success characterizes:
STUDENTS as life-long learners and contributing members of society
STAFF having an opportunity to make a difference in an environment of respect, recognition and professional growth
COMMUNITIES benefiting from the success and contributions of MYcroSchool students

This specialized school enhances each student's ability to access and succeed in institutions of higher education, the 21st century workforce and/or military service and promote their opportunities to learn the skills needed to negotiate the complexities of life and to prepare for life educationally, technologically, economically, and socially.

Section 1 – General Description of the Charter School's Progress and Desegregation Analysis
Part A: Charter School Progress: SIATech Success Stories

SIATech is a Dropout Recovery High School with a definitive focus on Re-Engaging, Reaching and Teaching an At-Promise student population.
Dropping out of school happens for a multitude of reasons that can include:
- Feelings of failure (difficulty with academics, personal challenges, a victim of bullying)
- Situations of adversity/hardships (e.g. drugs/alcohol, poverty, having a child,…)
- Consequences from inappropriate and/or illegal behavior

Research has shown that students who have dropped out, are more likely to do repeat that behavior again.

Total Number of Exited Students and Graduates for Each Year

Exited Students (July 1st-June 30th)				Graduates (July 1st-June 30th)			
2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
260	181	176	206	35	46	53	35

SIATech Little Rock graduated 169 students during the first four years of the charter. In looking at the 169 students who attained a high school diploma, it is important to acknowledge that this group of youth will have a much greater likelihood of being contributors to the economy of the State of Arkansas, themselves and their families as opposed to a drain on Arkansas society (Makers not Takers). Alternative schools, similar to SIATech, will never have the grouped academic results of traditional student populations but will have individual academic results that are definitely comparable.

Examples of next steps for our graduates include:
- 1 Student enrolled in Pulaski Tech and is pursuing a career nursing
- 1 Student works for Irby
- 1 Student works for Maybelline
- 2 Students are in the last round of LRPD interview processes
- 2-4 Students have enlisted in the military

SCHOOL SUCCESSES
A Successful Transition from a School on the Local Job Corps Center to a Community Location
A Situation:
During the first semester of the 2012-13 school year there was a change of policy that came from the Job Corps National Level in Washington DC, pertaining to public access to all centers in the United States. The school principal was called to the Center Director's office on a Thursday afternoon and told that our two (2) community students (students that were not participating in the Job Corps program, but were attending SIATech all day) could no longer come on center unless they became students of Job Corps. The implementation of this new requirement was to take place the very next day.
Immediate Resolution:
The Principal contacted the parents and shared the information. Students were provided with school materials for the next day and an initial plan was developed over the next two days. One of the parents chose to have her son join Job Corps and that was taken care of quickly. The other parent did not want her son to be in the Job Corps program. SIATech supplied materials to the student including a loaner computer. The local library was used for a teacher to meet with the student, minimally, once a week. Staff from the management company provided the tools and the training to have the student work from home and the library (or any other location the parent chose) and to access the SIATech's Virtual Teaching Team to get assistance from one of five team members at any time during the school day.
After many conversations with Job Corps leadership in Washington D.C., including written documentation from the Dallas Regional Director responsible for oversight of Job Corps Centers in Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Oklahoma, South Dakota, Texas, Utah and Wyoming; that non-

Job Corps students could participate in SIATech, a public school located on the Little Rock Job Corps campus. We understood this person had no control over this change, but not to let the two students finish out was very disquieting. For the remainder of the 2012-13 school year, SIATech school staff ensured that the educational needs of the lone off-campus student were met and that he was making progress.

Long Term Resolution

The SIATech staff shared different responsibilities to ensure appropriate coverage on Center and individual in-person support at the local library, for this virtual student. A new charter application had to be developed from the current document (all edits tracked) and the team went through another approval process over many months. NEWCorp staff (SIATech Management Team for SIATech schools out-of-CA), the Little Rock Principal and a support staff member assisted in location selection, building design and all of the paperwork to make a move off campus happen in time for a fall opening in 2013.. Needless to say, this was a very busy time for all Arkansas SIATech staff. On a positive note, the SIATech Little Rock teachers, staff and the virtual student persevered and he graduated from SIATech at the new location off I-30. That was a great day! This is just one example of our commitment to students by both the local SIA Tech staff and the national support team. We believe in providing all the necessary resources to promote student success, hopefully, culminating with the student attaining a high school diploma.

Over the four years, SIATech has amassed community and business partners to support SIATech and are seeking to continue this effort.

Successful partnership with Job Corps in Little Rock

SIATech continues their partnership with Job Corps and serves students from the Center who are brought to school by bus. The students provided by Job Corp are the very students Job Corps seeks to serve; dropouts and socio-economically disadvantaged youth.

A Strong School Board

The SIATech Board members are all committed to the Mission, Vision, and Values of SIATech. They give of their time, not only for monthly meetings, but also attend mandatory annual trainings, school events, participate in graduation and bring/refer community resources to and for the school. SIATech is privileged to work with this team of leaders.

Enrollment of Students Referred from Military Recruitment Centers and Their Staff

Staff at the Recruitment Centers have become aware of our school and have demonstrated interest in our students. Students are interested in the military and are following up on this through the personnel at the Recruitment Centers.

Enrollment of Students Referred from the Juvenile Justice System

The past two years, one (1) Little Rock Juvenile Judge has been referring youth from the court system to SIATech on a regular basis. Late last year and continuing into this school year two (2) more Judges have started to refer students to SIATech. Thus far SIATech has enrolled 4-6 students referred from these Judges since September.

Use of a Learning Management System, (ANGEL/Schoology)

The primary advantage of using a Learning Management System (LMS) is that it promotes Individual Student Learning. Students are able to progress at their optimal pace, choose an order of progress with classes and select different activities that are needed when they are ready to address different parts of the curriculum that are not 'order specific.' Most significantly, it gives the individual student some power over their day to day learning activities.

There are many other advantages of using an LMS, some of which are represented below. For staff and students, there are multiple reports to choose from (see below). Students can proceed at their own pace, repeat lessons as needed, show mastery to accelerate, etc. Time logs provide a clear picture of progress and effort for individuals and each class entity on any given day. This frees up teachers to work with small/large groups of students for personalized instruction. SIATech has been using Angel for many years. Schoology, a new LMS will be implemented in the 2016-17 School Year. Schoology was initially developed by four college students and has grown to be one of the top LMSs used by educators.

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.

SIATech Little Rock Charter High School (SIATech) is applying for the renewal of its current charter. SIATech expects to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), including many students who have dropped out of the traditional school district setting and are currently not in attendance at any type of educational institution. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed charter renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

SIATech is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter renewal would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, SIATech has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et. a.l*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the "1989 Settlement Agreement") under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD's motion, stating:

"The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation."

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of the pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, SIATech's proposed charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that SIATech's proposed charter renewal could impact LRSD's unitary status. To be clear, SIATech's proposed charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Charter Renewal

According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. SIATech's 2015-2016 school year enrollment figure of 166 students would constitute approximately seven tenths (7/10) of one (1) percent of the total LRSD population. Under Ark. Code Ann. §6-23-306(6)(A), SIATech must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, SIATech will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools. For the 2015-2016 school year, 150 of SIATech's student population is African-American (90.4%) and 11 students are Caucasian (6.7%).

In addition, Ark. Code Ann. §6-23-106 requires that SIATech's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, SIATech's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

SIATech submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested charter renewal for an open-enrollment public charter school in Pulaski County.

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.

Governance Structure

The Public-Benefit Corporation, Arkansas School for Integrated Academics and Technologies, Inc. was organized exclusively for charitable educational purposes, The Board shall consist of five (5) or (7) Directors as determined by a majority of the Directors, from time to time. Board Directors consist of business/community/education leaders. A maximum of one (1) parent/guardian or *in loco parentis* of a student enrolled in the school may serve as one of the Directors. Nominees for all directors shall be made by one of the existing Board members.

Selection Process

Board members shall have multi-year terms, two or three years that overlap as determined by a majority of Directors from time to time. Current Board membership includes a diverse group of professionals who bring multiple experiences in support of managing the school. Vacancies on the Board are to be filled by the President of the Board. The successor selected shall hold office for the remainder of the term of the Director replaced. All Board members complete Conflict of Interest forms on an annual basis. Board members are required to stay updated with required Board Training; nine (9) hours of training and instruction by December 31 of the calendar year following the year in which they were elected and six (6) hours of training annually each year following.

Current Board members include: (1 current open position)

Mr. Lindsay Brown	Union Representative	IUPAT District Council
Mr. James Graham	Accountant	State of Arkansas
Mr. Philip Hood	Commissioner	Arkansas Workers Compensation Commission
Mr. Ernie Murry	Marketing Representative	Arkansas Counseling Associates
Mr. Brett Smith	Superintendent	Schools Division of Youth Services
Ms. Essie Talley	Records Manager	Little Rock Job Corps Center

Authority and responsibilities of the charter board.

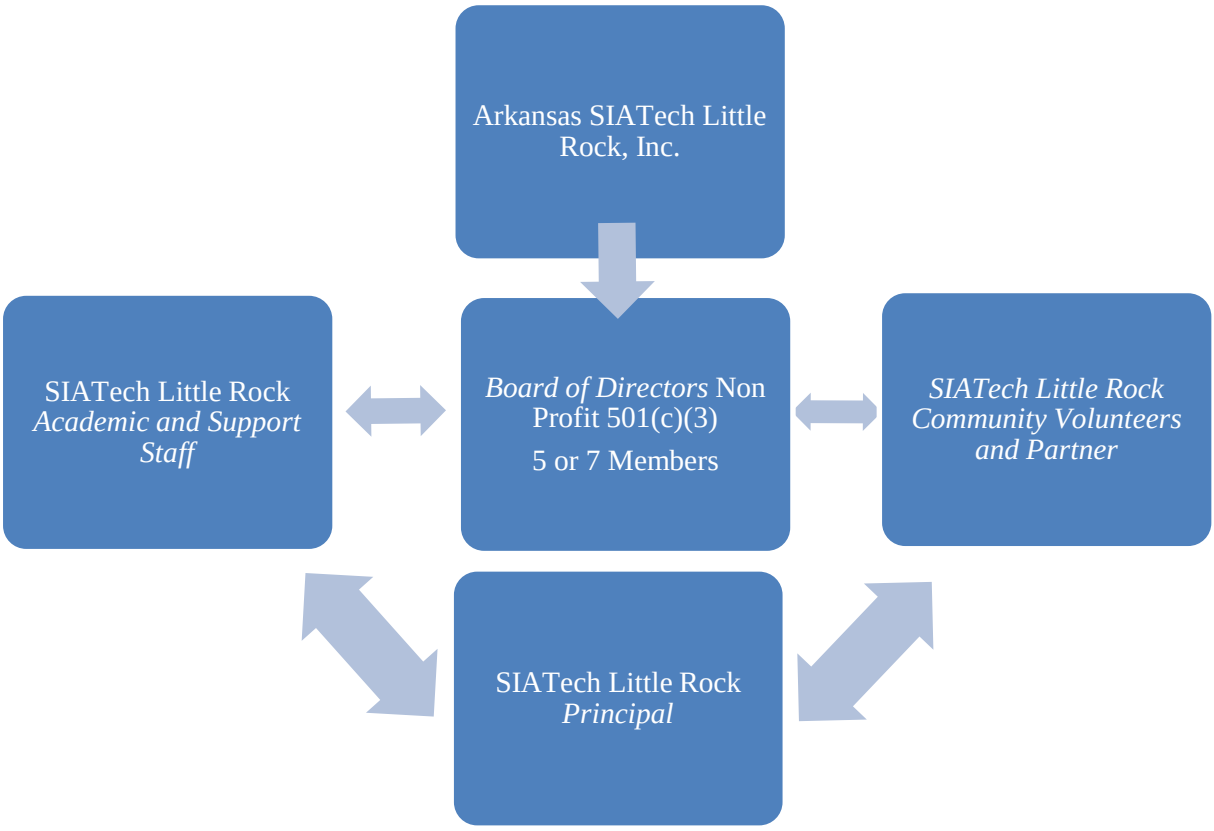
The Board has the authority to authorize any Officer or agent of the Corporation, in addition to the Officers authorized by the Bylaws, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation. These may be issues that are general in scope or may be confined to specific instances.

All checks, drafts, or other orders for the payment of money and all notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such 'Officer or Officers', agent or agents of the Corporation and in such a manner as shall from time to time be determined by resolution of the Board. In the absence of this determination by the board, the President may sign necessary instruments when countersigned by the Treasurer.

From time to time, the board may designate banks, trust companies, or other depositories for the depositing of corporation funds, following fixed terms and conditions determined by the Board. The Board may also authorize the opening and keeping, with designated depositories, of general and special bank accounts and may make special rules and regulations that are consistent with the Bylaws when deemed necessary.

The governing structure of the school is further illustrated in the following chart:

SIATech Little Rock, Inc., Organizational Chart:



The organizational Flow Chart presented above outlines the general governance structure of the school and the respective relationships of the Board of Directors, the principal, staff and students.

Part B: Disclosure Information

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

There are no former or current SIATech Little Rock administrators and/or board members, nor their family members, who have been a party to any SIATech charter contract or lease. One of the school security officers, employed by the school, is a brother of a Board Member.

Complete the table on the following page.

Relationship Disclosures

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

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Administrator: Ms. Katie Hatley Tatum, Principal **Work:** 6724 Interstate 30 (I-30) Little Rock, AR 72209 (501) 562-0395 (wk) (501) 562-7671 (fax) **Katie.Tatum@siatech.org**	Not applicable	Not applicable
Board Member: Lindsey Brown 10112 Chicot Rd, Ste #218 Little Rock, AR 72208 (501) 353-2957 **Lindsey.Brown@siatech.org**	NONE	Not applicable
Board Member: James Graham 187 Pumice Drive Sherwood, AR 72120 (501) 835-6787 (home) **James.Graham@siatech.org**	Officer Lindsay Graham SIATech School Security Officer	Sibling: Brother
Board Member: Philip Hood P.O. Box 55882 Little Rock, AR 72215 (501) 683-3408 (wk) **Philip.Hood@siatech.org**	NONE	Not applicable

Board Member: Ernie Murry 2816 Lehigh Drive Little Rock, AR 72204 (870) 680-7456 **Ernie.Murry@siatech.org**	NONE	Not applicable
Board Member: Brett Smith 6 Summerwood Drive Benton, AR 72019 **Brett.Smith@siatech.org**	NONE	Not applicable
Board Member: Essie Talley 10614 Lionel Drive Little Rock, AR 72209 (501) 247-3032 **Essie.Talley@siatech.org**	NONE	Not applicable

Section 3 – Student and Teacher Retention and Recruitment

Part A: Student Retention and Recruitment

Complete the following Student Retention Table:

Group Combined 2013-2014 School Year Through October 1, 2015	Total Numb Enrolled	Number Left Withou Completing the Hig Grade Offered	Total % Left Charter	% Left for Oth Arkansas Char	% Left for Arkansas Traditional Publi School	% Left for Arkansas Priva School	% Left for Hon School in Arkansas	% Left the State	% Left for Unknown Reasons
All	551	349	63%		1%	7%			
Two or More Races									
Asian	7	5	71%						
Black	466	299	64%		1%	8%			
Hispanic									
Native American/ Native Alaskan									
Native Hawaiian/ Pacific Islander	1								
White	77	45	58%		1%	3%		1%	
Migrant									
LEP									
Gifted & Talented									
Special Education									
Title I									
Free and Reduced Lunc	345	188	54%		1%	12%			

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. Specifically address the reasons that students belonging to the TAGG demographic groups (economically disadvantaged, special education, and English language learners) leave the charter without completing the highest grade offered at the charter, if they do so at a higher rate than students belonging to other demographic groups. Discuss the reasons that other demographic group(s), if any, leave the school at disproportionate rates.

We know that our students drop out of school, for many reasons, but the issues pulling them out-of-school are primarily related to home situations that are typical of economically disadvantaged family circumstance. For some families, the need for immediate financial assistance is critical and older children may need to help with bringing income into the family. Other contributing factors are situations of violence and/or drugs & alcohol.

Complete the following Student Recruitment Table:

	2014-2015 Little Rock School District (District in Which the Charter Is Located)		2014-2015 SIATech		2015-2016 SIATech		2016-2017 Projected	2017-2018 Projected	2018-2019 and Beyond Projected
	Number	**%**	**Number**	**%**	**Number**	**%**	**%**	**%**	**%**
All	23,363		152		176				
Two or More Races	271	1.16%	2	1.32%	3	1.70	1.54	1.88	1.78
Asian	557	2.38%	2	1.32%	4	2.27	2.05	2.35	2.22
Black	15,371	65.79%	129	84.87%	137	77.84	80.00	78.87	76.89
Hispanic	2,925	12.52%	1	0.66%	1	0.57	0.51	0.47	0.89
Native American/ Native Alaskan	65	0.28%	0	0.00%	0	0	0	0	0
Native Hawaiian/ Pacific Islander	10	0.04%	0	0.00%	0	0	0	0	0
White	4,164	17.82%	18	11.84%	24	13.64	15.90	16.43	18.22
Migrant	0	0.00%	0	0.00%	0	0	0	0	0
LEP	2,693	11.53%	0	0.00%	0	0	0	0	0
Gifted & Talented	5,024	21.50%	0	0.00%	0	0	0	0	0
Special Education	2,755	11.79%	4	2.63%	7	3.98	4.50	7.04	7.04
Title I	18,466	79.04%	0	0.00%	0	0	0	0	0
Free and Reduced Lunch	17,499	74.90%	87	57.24%	0	0	0	0	0

Discuss the school population and explain why the charter has a much higher percentage of Black students and lower percentage of Hispanic, Special Education, and Free and Reduced Lunch students than the district in which the charter is located.

Some of the main reasons for the higher number of black students in comparison to other races are because:

- Research shows dropouts are more prevalent in black families who live below the poverty level
- Dropouts are known to live in the same neighborhoods
- Undiagnosed mental illness
- In zip codes where the dropout percentage is high, there is a direct correlation to the number of families receiving welfare
- Black males who are between the ages of 16-21 make up approximately 65% of crime in Pulaski County. These males are usually dropouts

Part B: Lottery Procedures

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

A lottery process is in place but has not been utilized as the school has not been in a situation of over-enrollment. The process, as described in the charter, follows.

Enrollment policies and procedures

The school enrollment cap was approved for 275 students.

A request waiving uniform dates for the beginning and end of each school year provides flexible entry and exit options for out-of-school youth. As the school is able to extend the school year, students are provided some level of flexibility to access education at this time in their lives.

Applications throughout the year will be date/time stamped as they are received and filed by application date and grade level (based on cohort class). In the event that more students apply for admission to the school than can be accommodated, the charter terms require a random, anonymous lottery to be held to ensure open access to all eligible public high school applicants. The lottery will be held on the school campus and will be publicized on the school website with all pertinent information. The Public Charter School Program Coordinator will be notified prior to lottery drawings. The principal, with at least one school board member and one additional school employee in attendance, will lead the meeting. Parents/guardians and/or students will be notified of their child's acceptance no later than one week after the drawing and will have ten (10) days to notify the school, in writing, of their decision to attend.

Part C: Teacher Retention

Complete the following Teacher Retention Table:

School Yea	Total Number of Teachers	Teachers Who Left Duri the School Year		Teachers Who Returned to Teach at the Charter the Following Year		Teachers Who Took Other Positions within the Charter Organization	
		Number		Number	%	Number	%
2012-2013	6	3	50%	3	50%	0	0%
2013-2014	6	3	50%	3	50%%	0	0%
2014-2015	5	1	20%	4	80%	0	0%
2015-2016	6	1	17%				

The content area teachers from the years above were moderately balanced as indicated below:
Math 2
English 3
Science 2
Social Studies 1

Review the data in the Teacher Retention Table. Discuss the reasons that teachers leave the charter and current practices and future plans to retain teachers.
There have been a myriad of 'life' reasons for staff leaving SIATech. Specific reasons for the teachers who left were as follows:
*Resignation*s

- Family needs, moving back home due to the retirement of a spouse (1 individual)
- Long term substitute returning to retirement (1 individual)
- Specific Reasons for Leaving
  Personal-health (1 individual), Self-Reflection on Job Match: A lack of teacher ability to serve the diverse learning needs and different pacing for the individual students (2 individuals), Other work opportunities (2)

Termination:

- Disciplinary (1)

Most of these issues are not due to lack of planning, rather the skill sets and temperament needed to work with a very challenging group of students. There are practices that can be put into place to mitigate or address the issue of teacher vacancies.

First and foremost, schools must design and implement a **systematic approach to recruiting, preparing, and retaining teachers**. Key components are listed below

- Require all applicants to spend, minimally, a half a day in the classrooms working with students and spend the other half of the day working with other teachers
    - Interview students as to their opinion about the guest teacher
- Enlist the support of the SIATech Professional Development Team to further the formal implementation of a systematic practice to train colleagues to serve as mentors to new teachers (systematic support on the front end). Well-informed and trained teachers are a requisite component for ongoing success with an At-Promise student population.
- Review hiring practices to ensure that the 'dire need' does not outweigh finding individuals that are the right 'fit'
- Ensure that all teachers have a structured Sub Folder (with respect to common practices and system), across all classrooms, containing the information needed to provide consistency with daily structural, instructional, and behavior management practices. This helps teachers who provide coverage in other classrooms (this is not frequent but it helps our staff step in with greater ease. It is also very helpful for non-staff substitutes.)
- Continue working with Personnel Support Services to ensure that we are able to hire the very best teachers and the NEWCorp Teaching & Learning Team to get systematic support for teacher growth and development
- NEWCorp (national office) will continue to support teacher growth and development

Section 4 –Data and Best Practices

Part A: Test Data

Review the following assessment data, 2012-2014, for the charter and the district in which the charter resides.

		Little Rock School District (District in Which the Charter Is Located)			SIATech		
		Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Prior Year Graduation Rate	Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Prior Year Graduation Rate
2012	All Students	68.56%	61.58%	81.80%	0.00%	0.00%	13.40%
	TAGG	61.49%	53.79%	77.50%	0.00%	0.00%	18.90%
2013	All Students	67.00%	59.08%	81.78%	3.57%	3.66%	13.43%
	TAGG	59.15%	51.27%	77.48%	3.57%	4.11%	18.92%
2014	All Students	65.21%	59.74%	75.35%	3.28%	3.13%	12.09%
	TAGG	57.23%	51.96%	70.32%	3.45%	3.61%	12.09%

Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current approved academic goals.

All of the tests listed above are Point-In-Time Tests (Fall and Spring testing windows) which are not compatible with a Dropout Recovery School Model that recruits and enrolls students at any time during the school year. To reach and enroll the At-Promise student population, SIATech reaches out to students who bring one or more of the following characteristics: over-age, and/or under-credit (high school eligible) involved with the justice system. It is not unusual to enroll new students every week of the school year until April, and sometimes into May and June. It should be noted that there are number of students, every year, who enter having already taken the benchmark tests. These students were not allowed to test and were counted against SIATech's 'number assessed' and was a reason for the priority status designation this year.

Also, High Stakes Tests like these are very stressful for students and until the students have had sufficient time to adjust to a new school and have some refresher time (as most of our students have been out of school numerous and for a variety of reasons) these tests are not worthwhile for the students.. Incorporating alternative, equally rigorous, assessment approaches for students who may be disadvantaged by standardized testing. (WestED, February 2000, *The High Stakes of HIGH-STAKES Testing**, Clarify and Establish Challenging Performance Expectations for Students, Teachers, and Schools high-stakes testing testing). From the NEA, "Must Accountability Measures Be Based on State Tests Alone? Suggestions include: multiple measures of achievement; student achievement-related accomplishments (e.g., graduation, progression, and enrollment in advanced courses); inputs (e.g., indicators of fiscal, human, and material resources); processes (e.g., indicators of school organization) and instructional practices (e.g., policy implementation, curricular/instructional coherence, and class size); and outcomes other than student achievement (e.g., school safety)." (Brookhart, Susan M., 2009, "*Accountability Policies and Measures What We Know and What We Need*". National Education Association Research Department.) Many states are moving forward with conversations and/or actions pertaining to Alternative Accountability

thinking for unique schools; included is Arkansas, California, Ohio, Colorado, Texas, DC Public charter Schools, to name a few.

At this time there is no option other than to insist students take that tests regardless of their readiness. States across the country are considering other options for students who are not in the 'mainstream with respect to testing schedules and readiness as a part of the plan. Arkansas is participating in this effort, to provide appropriate accountability for schools whose student population and purpose is not well served by a traditional evaluation system. Ms. Hatley Tatum, the SIATech Principal, has been selected to serve on the team that will be doing this work in Arkansas.

Part B: Discipline and Attendance Data

Complete the following discipline data charts for 2014-2015.

***Please note that some demographic categories are intentionally left out due to the school not having more than 10 students enrolled that fall into those categories.**

2014-2015 Discipline Data*						
Disciplinary Infractions						
		Race		Gender		Grou
Type	Total	Black	White	Male	Female	FRL
Drugs						
Alcohol						
Tobacco						
Truancy						
Student Assault						
Staff Assault						
Knife						
Handgun						
Rifle						
Shotgun						
Club						
Gangs						
Vandalism						
Insubordination	9	9		5	4	9
Disorderly Conduct	9	9		5	4	9
Explosives						
Other						
Bullying						
Fighting						
TOTAL						

*Specific behavioral issues were not tracked
There were a total on 9 students that were expelled. The individual incidents included two (2) behaviors that resulted in expulsion (initial disorderly conduct and then insubordination)

2014-2015 Discipline Data						
Disciplinary Actions						
		Race		Gender		Group
Type	Total	Black	White	Male	Female	FRL
In-School Suspension						
Out-of-School Suspension (non-injury)						
Expelled	9	9		5	4	9
Expelled for Weapons						
Corporal Punishment						
Other						
No Action						
Alternative Learning (full year)						
Expelled for Drugs						
Expelled for Dangerousness (non-injury)						
Expelled for Dangerousness (injury)						
Out-of-School Suspension (injury)						
Alternative Learning (less than year)						
TOTAL	**9**	**9**		**9**	**9**	**9**

Explain why no discipline data was reported for the charter in 2014-2015.

Due to SIATech opening up and starting with the brand new eSchool system, the school had difficulty setting the parameters to fit our model. Multiple members worked closely with the counselor at SIATech to help set up programs. SIATech was the first school in 2011 to use the competency based system. SIATech was brought before the State Board regarding transcript issues. These issues arose due to the "final grade" system that SIATech used. After receiving additional technical assistance from the state, this issue was resolved. As of the start of the 2015-2016 school term, all coding errors were corrected but not until after the data had been submitted for reporting purposes.

Discuss the disciplinary infraction and action data. Be certain to discuss any disproportionate representation by a subgroup.

Schools serving an At-Promise student population must, first and foremost, ensure a safe learning environment. Nine (9) students were expelled over the past two years, 5 were male and 4 were female, all were African American and all were youth from poverty.

Since coding errors left us with no specific data for discipline infractions, SIATech can only address the 9 expulsions that took place. The majority of students who were expelled, we expelled due to the following:

- Insubordination
- Disorderly Conduct
- Drugs (four students fall into this category)

The majority of the expulsion infractions were for youth over 18 who had been out of school for over two years. Providing guidance and direction to "At Risk" students is extremely difficult due to the fact that 90% of these students have been on their own and are not comfortable taking directives from any person of authority who could provide direction in rectifying inappropriate behavior.

Discuss the strategies used by the charter to ensure that discipline is administered in a fair and equitable manner.
The school principal has very clear and structured disciplinary processes that are implemented across all school classrooms. When teachers have addressed issues as best possible, the Principal is the last stop for formal disciplinary actions. Appropriate staff supports the development and implementation of behavioral modification plans. Behavioral expectations are shared with parents as well as students during pre-enrollment meetings and re-enforced with the school handbook. Key topics are covered in a student orientation and all students begin school with an understanding of school policies and procedures and behavioral expectations.

Review the following attendance data.

2014-2015 Attendance				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
ADA	82.91	78.89	102.22	96.16
ADM	136.35	128.38	130.23	112.15
Rate	61%	61%	78%	86%

Explain why the attendance rate continually falls below 90%.
School absences affect youth from poverty disproportionately; they are more prone to miss school and suffer academically because of these absences. Poverty can inform poor attendance simply due to a dearth of resources such as access to regular and dependable transportation, responding to family child care and health needs, addressing issues involving law enforcement, mobility with housing, working to support the family financially, to name a few. It is critical to address attendance, as research shows that absence from school is directly related to student achievement. This helps to ensure an understanding of school policies, practices and procedures, with a specific focus on regular, on-time attendance and high expectations for students. Every effort must be made to ensure attendance. Students must be present to 'win' (their education).

SIATech school staff works with students to promote on-time, daily attendance through the implementation of several important strategies:

- Currently, students and parent(s)/guardian(s) attend an orientation meeting where information is disseminated and questions are answered. In addition to this, every effort is made to make students and parents/guardians feel welcome at school.
    - SIATech staff assume responsibility for knowing the parent(s)/guardian(s) of all SIATech students and to establish systems of communication that are appropriate for all.
- Staff work to identify attendance issues early on. They recognize the importance of structure and high expectations for all students to be successful. Students may "pick up" or "fall back" on habits that likely correlate with a habit outside of the expectation of on-time, daily attendance. When this is identified, steps are taken to determine the underlying issues and reverse the behavior.
- The promotion of a safe and secure learning environment is promoted and supported promoted and supported by all staff on a daily basis. All students are expected to be respectful and responsible for their behavior

SIATech staff will be implementing a case management system that will provide the opportunity for every staff member to work with an identified number of students (the number of students will depend upon their current school responsibilities). One of the primary responsibilities of each case manager is to address any issues of attendance that may arise with their students. This will help to ensure support for every student, on a daily basis, and will reinforce current SIATech efforts to develop and promote positive, trusting relationships with students so they know they are cared for and that school is a safe haven for all to be present and learn. The expectation is that a formal system of responsibility for individual students will result in the opportunity to increase proactivity in addressing issues, one of which is on-time, daily attendance.

Describe the methods used by the charter to improve student behavior and attendance.
In order to provide an effective learning environment for students, discipline at SIATech is appropriate, consistent and is in the best interest of students and staff.

- The school Principal provides consistency with discipline. She handles, with few exceptions, all discipline on campus. In a small learning environment, there are not enough staff members to provide staffing for another individual to 'own' discipline. The SIATech student population will always be less than 276 students in order to provide the necessary personalization to meet the needs of the student population.
- Students are informed as to what is and is not acceptable. If student behavior issues escalate, parents are informed in a kind, clear and respectful manner. In all classrooms rules and expectations are established and implemented.
- All staff are trained to appropriately address behavior issues and remind students they are preparing for the workforce which requires similar behaviors.
- Zero Tolerance is applied as appropriate.

Behavioral and Learning Interventions are a critical part of the school day.

- Staff, first and foremost, work to develop supportive and positive relationships (rapport)with students, providing a supportive and safe place to learn
- An emphasis is placed on helping students to become self-directed learners, teaching them critical thinking skills and *how to learn*. Students who not been taught the mental processes that support learning are provided with the skill sets to address this issue. Some examples include connecting new information with prior knowledge, looking for patterns and relationships, gathering, organizing and making sense of the information you have.
- Teachers routinely implement classroom engagement and management practices. They provide options for students when it is appropriate and they are always aware of what is happening in their classes as though they have eyes in the back of their heads.

As referenced in the previous question, regular attendance is valued and honored. Staff is excited to see students present each day and appreciate all efforts to be in class regularly and on time. A new system of caseload management will formalize school efforts to make sure that absences are addressed in a timely manner. Procedures for communicating and addressing absences are explicit, clear and appropriate.

All absences require a parent note/call/or medical slip for the student to be excused and students are held accountable for every absence. Communication with parents of minors and with parents, when permission given, of adult students helps to ensure parents are in the 'know' regarding school attendance. Parents/Guardians are called when there is not a written excuse or medical note. It is standard practice to call on both the 6th and 8th absences, regardless of a written excuse. SIATech staff communicates with Job Corp staff regarding their student's absences. Regular and ongoing communication is KEY to student success.

Part C: Best Practices

Identify and describe one (or more) best practice(s) that support the achievement of, or progress toward achieving, the charter's current approved academic goals. Provide the data that led to the determination that this practice is effective.

Best Instructional Practice

SIATech teachers use a variety of opening class activities during the beginning of each period of the day: picture prompts, journal prompts, quote/question/thought of the day, current events, daily math/science question. An emphasis is placed on open ended activities that are engaging, generate a variety of student responses and promote student collaboration. Good types of open-ended activities are brainstorming and prediction which are perfect for mixed ability groups of students (reality in SIATech classrooms). One method that SIATech teachers use is to check student knowledge during activities through the use of student responses on sticky notes.

Opening activities also support immediate guided engagement at the start of each class period and minimize wasted time. Teachers can modify these opening activities to fit their students' learning styles and multiple teaching styles. Activities can be active (standing, changing partners, filling in groups with like or non-like responses/ideas), promote sharing of ideas (mine and yours-can they explain how their partner solved the problem). The options are infinite and it is easy to develop interesting, effective, thought provoking and stimulating activities for all levels of students.

Best Classroom Management Practice
SIATech utilizes a Blended Learning approach, which allows each student access to a computer and to work at his/her optimal pace. Every student in the class might be working on something different for significant amounts of time. Teachers navigate thru the room to ensure that progress is happening while providing assistance and guided support/questions to 're-direct' student thinking when they are 'stuck'. SIATech staff initiated the use of a variety of buzzwords and phrases to catch students' attention and listen to messages from the teacher. Teachers use phrases like "May I help you?" and "What are you working on today?" to check progress and others such as "Let's get busy" and "Show me where you are" to redirect students' back to their class work. This allows staff to check for understanding.
There are many phrases/words that have become part of the educational lexicon; an immediate example is 'college and career ready.' Teachers will easily use this when speaking to advanced skills and preparing students for the 'real world' after high school by emphasizing communication skills (writing, speaking, listening) and critical thinking for individual students areas of interest and plans for next steps. Staff can also pay attention to 'cool and appropriate' social media buzzwords and fit them to classroom needs, e.g. '*gamification*,' a promise that if you successfully accomplish the task, you will get something in return.

For both of these Best Practices, the following information has supported the classification of Best Practice at SIATech.
- class/teacher observation by school leadership across all classrooms (English, Social Studies, Science, Math)
- teacher sharing and subsequent use and ownership of these practices (initiated from Professional Development and then shared among teachers in above classrooms)

Innovative plans for the next 5 years: SIATech Career Pathways Program of Study
Despite an unemployment rate that is almost a full percentage point below the national average, Arkansas is one of the poorest states in the nation. Its median income is the second lowest in the country, and it ranks among the ten worst states in terms of poverty and lack of health care coverage. Compounding this problem, only 18 percent of Arkansans have earned a bachelor's degree or higher.

The award winning Arkansas Career Pathways Initiative (CPI) was developed as an innovative tool to help Arkansans fight their way out of poverty. The School for Integrated Academics and Technologies in Little Rock will take lessons learned from the CPI to create an innovative Career Pathways Program of Study (POS) to address the challenges faced when an educational program has a definitive focus on **Reaching and Teaching an At-Promise student population.** Prior to enrollment, all SIATech Little Rock students are part of what the United States now defines as an Opportunity Youth (OY) population, youth who are not engaged in school or work.

"Thriving in Challenging Times", Connecting Education to Economic Development through Career Pathways, a joint publication of the National Career Pathways Network (NCPN), and the Institute for a competitive Workforce, notes that a career pathway is a coherent sequence of rigorous academic and career courses that begins in high school and leads to an associate degree, a bachelor's degree and beyond, and/or an industry-recognized certificate or license. Career pathways are developed, implemented, and maintained by partnerships involving educators, community leaders, and employers

"The Pathways to Prosperity" report, a project of Harvard University's Graduate School of Education, calls for a robust career pathways *system* that leads students beyond the high school diploma. The report highlights significant and growing skills and earnings gaps that are due, in part, to changes in the workplace. Whereas high school graduates of earlier generations could easily find "**middle** skill" jobs, more and more of today's jobs require education beyond high school. "Over the past third of a century," the report notes, "all of the net growth in America has been generated by positions that require at least some postsecondary education." The solution is not to increase bachelor's degree attainment but to increase the number of high school graduates who go on to earn associate degrees and postsecondary occupational certificates—the credentials of preference in many workplace settings.
"Driving Innovation from the Middle", a publication for the Southern Governors' Association, August 2011, by the National Skills Coalition, notes that Career pathways ease transitions between programs and expand access to education and training for "non-traditional" students and provide supports and services that allow individuals enrolled in education and training programs to succeed. This publication also notes middle-skill jobs, which require more than a high school education but not a four year degree, currently make up the largest segment of jobs in the U.S. economy (nearly half), and will continue to do so for years to come.

Career pathway-oriented workforce development has the goal of increasing individuals' educational and skills attainment and improving their employment outcomes while meeting the needs of local employers and growing sectors and industries. Career pathway programs offer a clear sequence, or *pathway*, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. This systems approach makes it easier for people to earn industry-recognized credentials (through more flexible avenues and opportunities for relevant education and training) and to attain marketable skills so that they can more easily find work in growing careers. These comprehensive education and training systems are particularly suited to meet the needs of working learners and non-traditional students
The Southern Governors' Association 2011 report also notes that the demand for Middle-Skill jobs in Arkansas will remain strong. Middle-skill jobs account for 55% of Arkansas' labor market, but only 44 percent of the state's worker are currently trained to the middle-skill level.
The STATE OF ARKANSAS LONG-TERM INDUSTRY AND OCCUPATIONAL PROJECTIONS 2010-2020 has identified the following industry sectors as being among the Top 20 Fastest growing industries by percent growth:

Education and Health Services is projected to be the top growing supersector in the state, with 24,422 new jobs being added by 2020. *Educational Services* could see a growth of 10,816 jobs. Elementary and Secondary Schools should see most of this growth with 7,027 jobs added. **Health Care and Social Assistance** could also see a large growth with 13,606 jobs expected. Of those jobs, 4,266 should be found in the *Ambulatory Health Care Services* sector. This supersector has six industries placing on the Top 20 Industries by Net Growth list.

The **Manufacturing** supersector is expected to increase by 8,497 jobs by 2020, with **Non-Durable Goods** projected to gain 4,036 jobs and the *Food Manufacturing* subsector leading this area with 3,004 new jobs expected, with 2,630 new jobs projected to be added in Animal Slaughtering and Processing.
Durable Goods Manufacturing is also expecting gains with 4,461 jobs expected over the next 10 years. The largest increase in jobs should be seen in the *Transportation Equipment Manufacturing* subsector, with 1,594 jobs anticipated overall. But Durable Goods Manufacturing also has industries on the Top 20 Fastest Growing Industries by Percent Growth list, with Engine, Turbine, and Power Transmission Equipment Manufacturing topping the list with a 151.52 percent growth anticipated

The U.S. Department of Labor, Employment and Training Administration (DOLETA) has identified six elements that are critical to the success of Career Pathways Programs. Career pathway-oriented workforce development has the goal of increasing individuals' educational and skills attainment and improving their employment outcomes while meeting the needs of local employers and growing sectors and industries. The elements, outlined in the **CAREER PATHWAYS TOOLKIT: Six Key Elements for Success,** developed on behalf of the U.S. Department of Labor (DOL) by Social Policy Research Associates, are as follows:
1. Build cross-agency partnerships and clarify roles
2. Identify sector or industry and engage employers
3. Design education and training programs
4. Identify funding needs and sources
5. Align policies and programs
6. Measure system change and performance

Career Pathways education and training systems are particularly suited to meet the needs of SIATech youth and young adults, who are often working learners and non-traditional students. The SIATech Little Rock Career Pathway program will feature the following characteristics recommended in the DOL Career Pathways Toolkit :
1. **Sector Strategy**—Career pathway education and training programs aligned with the skill needs of industries important to the regional or state economies in which they are located, and reflect the fact that employers in the targeted industry sectors are actively engaged in determining the skill requirements for employment or career progression in high-demand occupations.
2. **Stackable Educational/Training Options**—Career pathway programs include the full range of secondary, adult education, and postsecondary education options, including registered apprenticeships; they use a non-duplicative progression of courses clearly articulated from one level of instruction to the next; they provide opportunities to earn postsecondary credits; and they lead to industry-recognized and/or postsecondary credentials.
3. **Contextualized Learning**—Career pathway education and training programs focus on curriculum and instructional strategies that make work a central context for learning and help students attain work readiness skills.

4. **Integrated Education & Training**—As appropriate for the individual, Career pathway programs combine occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
5. **Industry-recognized Credentials**—Effective Career pathway programs lead to the attainment of industry-recognized degrees or credentials that have value in the labor market.
6. **Multiple Entry & Exit Points**—Career pathway programs allow workers of varying skill levels to enter or advance within a specific sector or occupational field.
7. **Intensive Wrap-Around Services**—Career pathway systems incorporate academic and career counseling and wrap-around support services (particularly at points of transition), and they support the development of individual career plans.
8. **Designed for Working Learners**—Career pathway programs are designed to meet the needs of adults and non-traditional students who often need to combine work and study. They provide childcare services and accommodate work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and innovative uses of technology.

SIATech will leverage and enhance existing partnerships, and add additional partners to support the needs of our non-traditional At-Promise student population. All Americans need 21st-century skills that will increase their marketability, employability, and access to the middle class. SIATech Little Rock Charter High School looks forward to increasing the success of our students by incorporating a Career Pathways program throughout our educational program that will improve access to high-skill high-wage jobs for our At Promise student population. The SIATech Pathways program will include an emphasis on Middle level jobs to address the skills gap that currently exists in Arkansas. Our Career Pathways program will include Career Clusters representing occupations noted in the top 20 fastest growing industries in Arkansas. SIATech has a long history of providing an award winning academic program that is infused with occupationally focused Career Education and training that equips individuals to successfully enter the Labor market. The SIATech Career Pathways program will support and empower our students to reach their potential through increased access to education and career pathways that will provide the link between education and economic prosperity for our youth and the communities we serve.

Second Innovative plan: Implementation of a Case Management System to ensure every student regular access to an adult who is paying attention to the students in his/her caseload

- Students are assigned a Case Manager upon enrollment
- Students may change to a new case manager, after a discussion with the Principal and caseloads are appropriate
- Responsibilities: Every Case Manager will document meetings with students and students will reflect on and document progress, goal accomplishments and next steps on a regular basis.
- All staff members will participate in this endeavor

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

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

Goals as stated in 2013 renewal application:

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

Documentation of Reading, Writing and Math testing data is included at the end of this section.

Goals in Literacy: Reading

After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Reading assessment using baseline and growth scale scores. The expected percentage (%) of individual cohort students meeting expectations is 65% in Year 2, 70% in Year 3, and 75% in Years 4-5.

Value Added Analysis: *Expected Growth was evaluated for 2 years of growth in reading and math skills over a one year time frame (10 months). Data Information and Analysis is attached at the end of this section.*

SIATech Statistical Growth Model Specifications: John Schacter, Ph.D.
The Value-Added Analysis Network

STAR Results for Reading & Math Renaissance Assessments: Verification of Results Attached at the end of this section.

- General Information for 2014-15 School Year Data
  - Assessment is Computer Adaptive, selection of 10th grade facilitated use of norming tables for 10th and 11th grades for two (2) years growth
  - N = # of students with baseline and growth assessment data
- Analysis of STAR Reading Results (Renaissance Computer Adaptive Assessments)
  - Green: Exceeded Expected Results (2 years growth over 1 school years' time)
  - White: Met or Exceeded Expected Results
  - Gray: Below or Met Expected Results
  - Red: Did Not Meet Expected Results

READING: STAR Assessments

Renaissance STAR Reading has been used by SIATech in Little Rock to measure the reading comprehension of its students at different points in time. This computer-adaptive assessment provides immediate reading level information, providing a system for staff & students to monitor reading skill growth over time. This information is also utilized to adapt and modify instruction for individual students. The expectations for growth is double what is expected in a traditional school year. A student who enters with a reading grade level of 6.4 is expected to improve to, minimally a grade level of 8.4 over 10 months. The evaluation of the reading and math data is externally done by the Value-Added Analysis Network (V-AAN). The attachments show the individual student results (spreadsheets with the three years of reading data) and reports from the annual V-AAN year-to-year growth report in reading & math. These reports are done over the summer months and provided back to SIATech at the end of July.

Reading (>300 days students)			
	Assessments Taken	Met or Exceeded	%
2012-13	57	17	30%
2013-14	65	38	58%
2014-15	65	25	38%

See Attachment 1.1 for student data

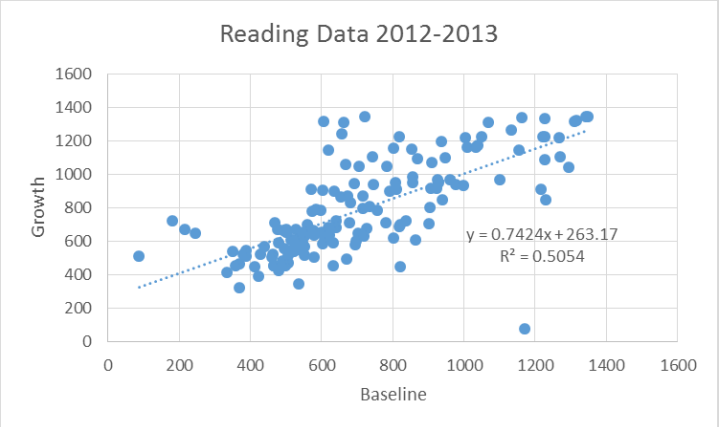
The SIATech student population and the pervasive poverty that we encountered in Little Rock exceeded most of our experiences in other states relative to a beginning level of literacy and learning skills. That a majority of students enrolling in SIATech arrive with reading skills that are below grade level, is not unusual for youth impacted by the effect of severe trauma on their health and achievement. Regardless, the progress we have made over the years has led us to believe that students in a culture of hopelessness can have hope for a brighter future. The percentage drop in year 4 (2014-15) seems to contradict this, but SIATech is not a typical school dealing with a typical High School student population where the majority of students return after their first high school year for three more years and then graduate. The enrollment of students who have experienced traumas in their lives, whether it is physical/emotional abuse, hunger, homelessness, family violence, poverty, … are real at SIATech; this is not an excuse, rather a reality. In order to help students be successful in learning, SIATech must first and foremost meet the personal needs of students, the majority of whom have suffered from trauma in many different forms. As new students enroll most every week, a focus is always placed on building positive and supportive relationships, ensuring that students feel, and are safe, physically, socially and emotionally, while they are at SIATech. Previous student experiences may compromise their ability to self-regulate their emotions, behavior and attention in positive ways. The impact of trauma, across many years, does not look the same for all students but it is addressed at SIATech with a personal focus on all students as individuals, within a structure that provides a safe and secure learning environment, within a culture of caring, respect and high expectations.

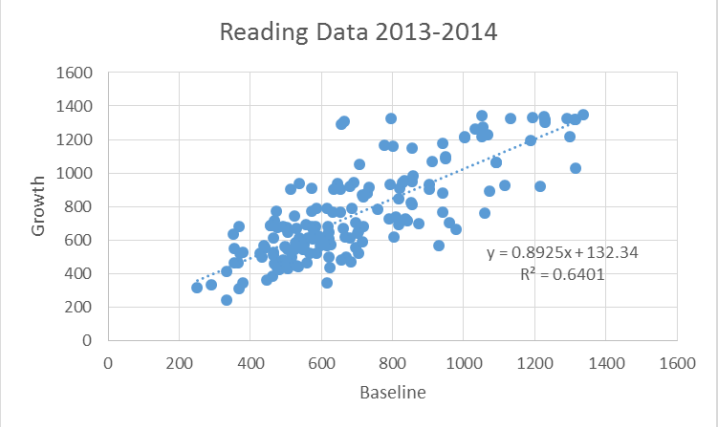
Reading (Graduates)			
	Assessments Taken	Met or Exceeded	%
2012-13	41	19	46%
2013-14	48	22	46%
2014-15	31	12	39%

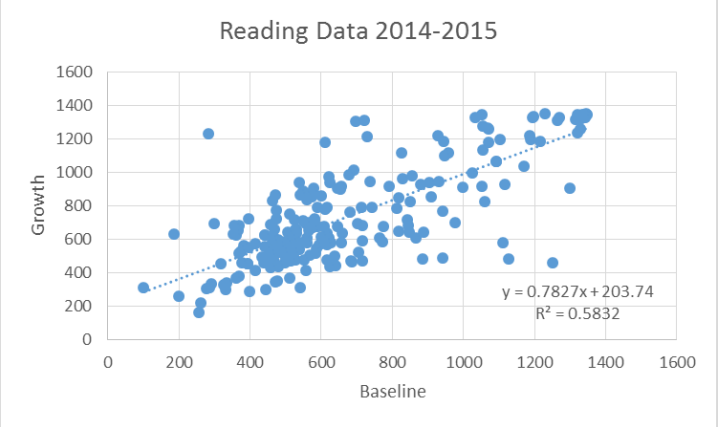
Reading (All)			
	Assessments Taken	Met or Exceeded	%
2012-13	147	65	44%
2013-14	169	78	46%
2014-15	220	97	44%

The preceding tables provide reading results for graduates and all students with growth data. SIATech places a focus on literacy requiring that all teachers are teachers of literacy. We believe that over the years, SIATech will trend up, toward the percentages listed as our goals.

The Scatter Plot graphs below provide visuals of the Trend Lines for Reading. The analysis behind these graphs is shown on tables in the attachment section. The data on the tables, was calculated from the Reading Baseline and Growth Scores from 2012-2015, show statistically significant findings for a paired t-test analysis of the Baseline and Growth scores with $p<.001$. All of the three years in Reading had a statistically significant finding with $p<.001$. This provides evidence that the SIATech English/Reading instruction and curriculum is making a statistically significant difference in learning for our students. (Based on All Reading Scores).


Reading Data 2012-2013
Growth
Baseline
y = 0.7424x + 263.17
R² = 0.5054
0
200
400
600
800
1000
1200
1400
1600


Reading Data 2013-2014
Growth
Baseline
y = 0.8925x + 132.34
R² = 0.6401
0
200
400
600
800
1000
1200
1400
1600


Reading Data 2014-2015
Growth
Baseline
y = 0.7827x + 203.74
R² = 0.5832
0
200
400
600
800
1000
1200
1400
1600

Goals in Literacy: Writing

After a baseline measurement year, SIATech Cohort students will demonstrate appropriate improvement on the SIATech CAS On-Demand Writing Assessment using the double-blind scoring system. The expected percentage (%) of individual cohort students meeting expectations is 55% in Year 2, 60% in Year 3, and 65% in Years 4-5.

Individual Student Writing: Baseline and Growth Assessments (attached at the end of this section)

- 2012-13 School Year
- 2013-14 School Year
- 2014-15 School Year

2012-13		
300+ days enrollment	n	%
Made Gain	14	67%
Decreased	2	10%
Same	5	24%

2013-14		
300+ days enrollment	n	%
Made Gain	23	82%
Decreased	2	7%
Same	3	11%

2014-15		
300+ days enrollment	n	%
Made Gain	4	50%
Decreased	1	13%
Same	3	38%

*Students with like baseline & growth scores of 4 to 4 or 3 to 3 were included in 'Made Gain'
**Students with like baseline & growth scores of 2 to 2 or 1 to 1 are listed as 'Same"

Just as all SIATech teachers are teachers of reading, all SIATech staff are teachers of writing.

2012-13		
Graduates	n	%
Made Gain	19	68%
Decreased	3	11%
Same	6	21%

2013-14		
Graduates	n	%
Made Gain	36	86%
Decreased	2	5%
Same	4	10%

2014-15		
Graduates	n	%
Made Gain	11	65%
Decreased	4	24%
Same	2	12%

2012-13		
All Students	n	%
Made Gain	22	69%
Decreased	3	9%
Same	7	22%

2013-14		
All Students	n	%
Made Gain	44	86%
Decreased	3	6%
Same	4	8%

2014-15		
All Students	n	%
Made Gain	18	69%
Decreased	4	15%
Same	4	15%

*Students with like baseline & growth scores of 4 to 4 or 3 to 3 were included in 'Made Gain'
**Students with like baseline & growth scores of 2 to 2 or 1 to 1 are listed as 'Same'

Writing is evaluated by trained teaching staff with the majority scoring two (2) evaluations per student (double blind scoring). Students are given copies and feedback of their results.

Similar to reading, many SIATech students struggle with writing skills. Staff are continuing efforts to provide relevance for writing (e.g. connect to 'what is next' college, work, advanced training' and focusing in on individual students areas of interest/fun. Writing is strongly promoted as a communication skill inclusive of speaking and listening. The more complex the situation, the more complex the writing. In math, students must complete a Critical Thinking Activity (inclusive of writing) for each semester of credit earned. These activities also require reading and writing in math.

In science the students have Key Questions that they must answer in their own words explaining their leaning from the units. They also have a section entitled "Taking it to the Core" where students must read scenarios and answer by documenting their thinking on the topic. The science teacher also provides announcements in the Learning Management System that provides current event science articles to read and write reflections on and answer questions concerning them. Some also ask the students to look at a picture and explain what they see.

As noted on the Reading page, the important step is to make the connection with the student, ensure their safety and security and have this place of learning be a most positive part of their day, every day!

Goals in Mathematics

After a baseline measurement year, SIATech Cohort students will demonstrate expected or value-added improvement on the Renaissance STAR Math assessment using baseline and growth scale scores. The expected percentage (%) of individual cohort students meeting expectations is 65% in Year 2, 70% in Year 3, and 75% in Years 4-5.

Value Added Analysis

Expected Growth was evaluated for 2 years of growth in math skills over a one year time frame (10 months)

MATH: STAR Assessments

Math (>300 days students)			
	Assessments Taken	Met or Exceeded	%
2012-13	59	37	63%
2013-14	64	30	47%
2014-15	65	34	52%

A STAR Math assessment consists of 24 multiple-choice questions. The first 16 questions assess numeration concepts and computation; the following 8 questions assess word problems, estimation, statistics, charts and graphs, geometry, measurement, and algebra. Questions are selected from a bank of more than 1,900 multiple-choice items.

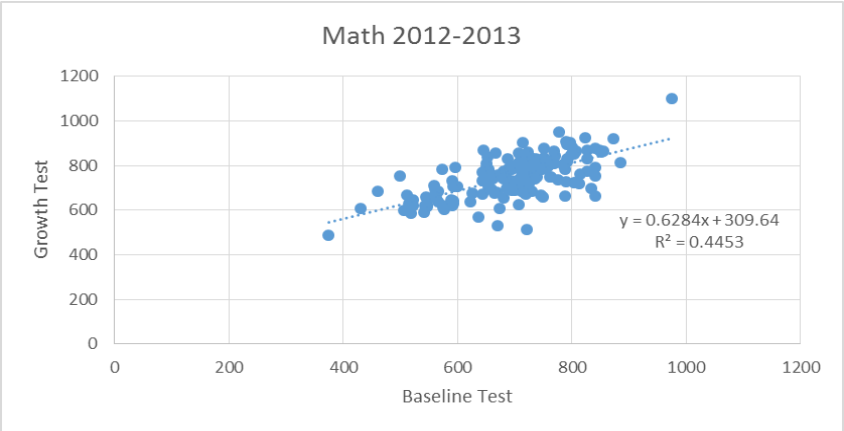
The 2013-14 school year shows a significant drop, which may be partially due to the move off of the Job Corps campus to a community based program. For most all evaluative purposes, the 2013-14 school year is another first year charter and 2014-15 could be considered the second year of the charter.

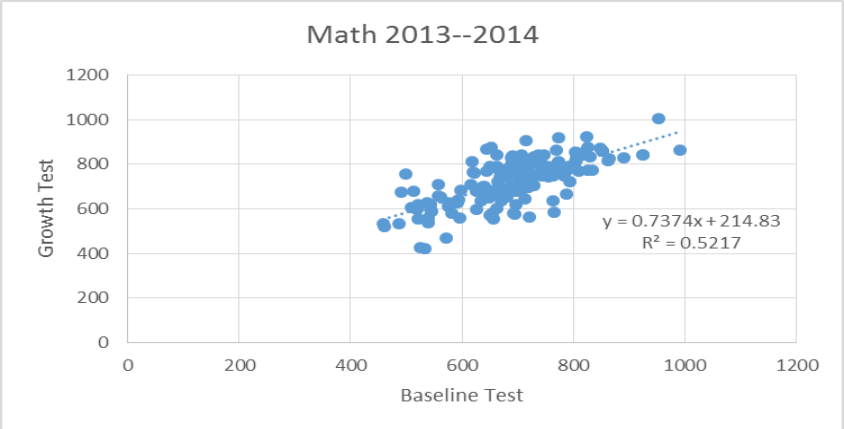
Math (Graduates)			
	Assessments Taken	Met or Exceeded	%
2012-13	42	29	69%
2013-14	46	28	61%
2014-15	31	15	48%

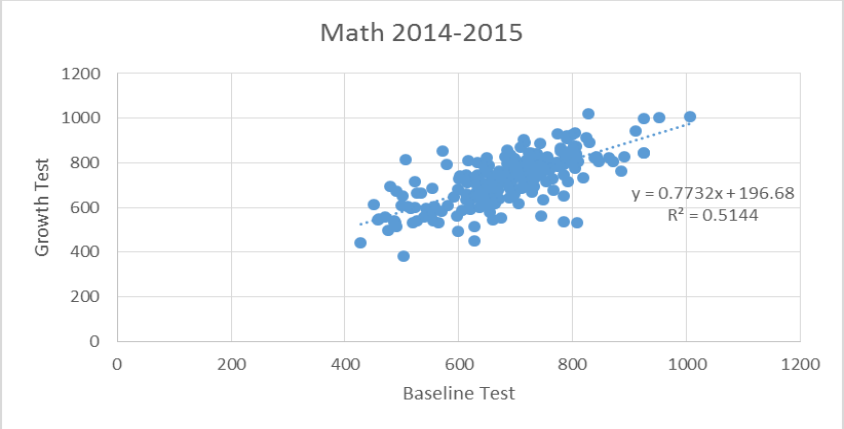
Math (All)			
	Assessments Taken	Met or Exceeded	%
2012-13	154	95	62%
2013-14	166	76	46%
2014-15	218	113	52%

Recent efforts to improve student achievement in math include the addition of part 2 of the Mastery tests for the end of Part 1 of Algebra 1 and the end of Geometry. These tests require more explanations of the scenario readings and the ability to verbalize, in writing, the thinking and problem solving required to demonstrate understanding of the math. There has also been a significant effort to promote student collaboration across all content area, including math, particularly with problem solving.

The Scatter Plot graphs below provide visuals of the Trend Lines for Math. The analysis behind these graphs is shown on tables in the attachment section. The data on the tables, was calculated from the Math Baseline and Growth Scores from 2012-2015, show statistically significant findings for a paired t-test analysis of the Baseline and Growth scores with $p<.001$. All of the three years in Math had a statistically significant finding with $p<.001$. This provides evidence that the SIATech Math instruction and curriculum is making a statistically significant difference in learning for our students. (Based on All Math Scores).







Part B: New Performance Goals

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.

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

- 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.

SIATech Little Rock leadership understands that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

Academic: READING AND MATH

The tool used to measure Reading and Math academic performance;
SIATech will evaluate student growth in reading and math as measures of academic performance and growth using Renaissance Learning's upgraded, STAR Enterprise assessments. This assessment makes use of sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses (computer adaptive). The data provided is valid, reliable and actionable and will deliver immediate and informative feedback to staff and individual students, identifying where each student is currently and specific areas of attention needed to move forward. Renaissance is fully supported by extensive research, the assessments are easy to administer and yield the valid, reliable, actionable data educators and students need.

Growth Goal: Reading
SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Reading assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Reading.

Growth Goal: Math
SIATech Cohort students (enrolled, minimally, 10 months in SIATech) will demonstrate value-added improvement on the Renaissance STAR Enterprise Math assessment using baseline and growth scale scores. Each individual student goal is to accelerate their learning in Math

Process for evaluating results:

- The Value-Added Analysis Network[1], an organization with a specialization in educational evaluations, will evaluate all individual student math and reading results for accelerated learning growth.
- A general (average) estimation of accelerated learning can be defined as two years' of growth over one years' time enrolled in SIATech) providing for value added growth.
- Scale Scores and a Growth to Standard Model will be used for this evaluation; students and staff will have access to the Grade Level Equivalency information (See Attachment for data analysis detail)
- A Regression Analysis will be done annually to determine the Trend Line (Line of Best Fit)

The level of performance that will demonstrate success in Math & Reading
Using a Growth to Standard Analysis, a majority of the students assessed will demonstrate value added growth annually for the majority of years. A Regression Analysis will be done to determine if the individual growth data demonstrated a positive trending up/line of best fit the majority of years. Student learning gains data, at the end of each school year, will be evaluated for students enrolled for a minimum of 10 school months (can overlap school years), will maintain and/or trend up annually, over the term of the charter contract.

Academic: WRITING
The tool to be used to measure writing academic performance;
SIATech Cohort (10+ month) students will demonstrate appropriate improvement on the SIATech Common Assessment System (CAS), On-Demand Writing Assessment.
Writing will be evaluated by trained SIATech staff, using:

- a narrative rubric aligned to Arkansas standards, and
- an electronic evaluation tool for Grammar (e.gPaper Rater)

Growth Goal: Writing
The majority (%) of SIATech Cohort students, enrolled 10+ months, will demonstrate improvement in writing skills using Baseline and Growth Writing assessments. Due to the importance of writing and the need to improve student

[1] https://valueadded.teachingdoctors.com/

writing skills, grammar scoring will also be included. The expectation is a trending up of student writing growth results, over the term of the charter.

The level of performance that will demonstrate success in Writing

A majority percentage (%) of Cohort students (enrolled 10+ months) will demonstrate improvement in writing skills using the following evaluation process

- Demonstrated Improvement
  - An increase from the baseline score results for content and grammar, **or**
  - Maintenance of baseline scores of 3 or 4 for content and an increase in scoring for grammar.
- Did NOT show Growth
  - Declining scores for content and grammar
  - Same scores (1 or 2) for content

Building Student Life Skills: Daily, On-time Attendance

<u>The tool to be used to measure Attendance;</u>
Attendance will be accessed through school records and/or eSchool

Growth Goal: Attendance Rate will trend up over the term of the charter
SIATech students enrolled 5+ months will demonstrate positive trends in attendance rates each school year

<u>The level of performance that will demonstrate success in Attendance</u>
The majority of Cohort students (5+ months) will meet acceptable attendance rates, maintaining and/or improving over the school year term.

Building Student Life Skills Gallup Poll

<u>Students will determine their level of Hope, Engagement & Well Being</u>
Gallup Student Poll

Gallup Poll Goal:
- SIATech At-Promise students will participate in the National Gallup Poll Surveys evaluating student levels of Hope, Engagement and Well-Being).
- SIATech staff will reflect on the results and implement a new practice(s) or behavior(s) to promote students' feelings of Hope, Engagement and Well Being
- Staff will use the data to inform daily instructional practices to further student engagement in learning and to promote each individual student's belief in themselves and their future

<u>The level of performance that will demonstrate success in the Gallup Poll</u>
Minimally, 80% of SIATech students, minimally enrolled for the Gallup Polling period, will participate in the Gallup poll
Staff will reflect on the student findings
- Scores will be compared with overall nationwide results over the term of the charter. All students (100% as defined above), will be encourage to participate
- No level of comparison is listed as the open entry practice for students will not allow all students to respond based on a minimum level of time at SIATech
- SIATech staff will reflect on the results and implement a new practice(s) or behavior(s) to promote students' feelings of Hope, Engagement and Well Being
- Staff will use the data to inform daily instructional practices to further student engagement in learning and to promote each individual student's belief in themselves and their future

Gallup research shows that "the Gallup Student Poll provided students a voice and a tool for the entire school community to fashion a more supportive climate for students that leads to greater student success." This can serve to direct school improvement actions.

Building Student Life Skills Speak Up Survey

<u>Students, staff, and stakeholders will participate in the Speak Up Survey to evaluate levels of Technology acumen and access</u>

Speak Up Goal:
- SIATech At-Promise students will participate in the National Gallup Poll Surveys evaluating student levels of Hope, Engagement and Well-Being).

The level of performance that will demonstrate success in the Speak Up Survey
Minimally, 60% of SIATech students, minimally enrolled for the Speak Up Polling period as selected by SIATech, will participate in the technology survey
Staff will reflect on the student findings

- Scores will be compared with overall nationwide results. All students (100% as defined above, will be encouraged to participate)
- No level of comparison is listed as the open entry practice for students will not allow all students to respond based on a minimum level of time at SIATech
- SIATech staff will use the data to promote the effective use of technology for staff and students.

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.

No 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)

6-10-106	School year dates are now aligned with LRSD
6-11-129	Data to be accessible on website
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-616	Director eligibility
6-13-620	Powers and duties
6-15-1004	Qualified teachers in every public school classroom
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-124	Arkansas history (to be incorporated into other social studies curriculum) This, I think, is new. We do not have this in our curriculum at this time. We will need to add this or request a wqaiver.
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement

6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract (the abili to pay a teacher's salary only upon filing of a teacher's certifica with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2403	Minimum teacher compensation schedule
6-18-213(f)	Policy of dropping a student who is absent from daily attendan for more than 10 consecutive school days, except as allowed by rule, from attendance records of the school
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)

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

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
9.03.4.11	AP Courses
10.01.3	At least 10 days or 60 hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences
14.03	Unit of credit and clock hours for a unit of credit
15	Personnel
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02	Media Services
16.03.3	Student health records
18	Gifted and Talented Education

Waivers from Other Rules:

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

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelv

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools (those portions of the standards involving Ark. Code Ann. § 6-16-132)

Final ADE Rules and Regulations Four-day School Weeks

Certified staff salary schedule

Part A: New Waiver Requests

- Ark. Code Ann. §6-13-619(c) and (d) to be waived of restrictions concerning board members who need to attend meetings electronically instead of in person);
- Ark. Code Ann. §6-13-615, 621, 628, and 630-634 (sections of the school board portion of the Code that are not applicable to open-enrollment public charter schools); and
- Ark. Code Ann. §6-14-101 et seq. (provisions concerning school district board elections which are not applicable to open-enrollment public charter schools).

Part B: Waivers to Be Rescinded

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

- Ark. Code Ann. §6-16-124
- Ark. Code Ann. §6-17-418

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

With the exception of Ark. Code Ann. §6-16-124 and **6-17-418, SIATech is requesting to maintain all other approved waivers.**

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.

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

If no charter amendments are requested, state this.
Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

There are no charter amendments requested at this time.

Renewal Application Evidence Attachments

School and Student Growth Data Information

Reading and Math School Data

Provided by: Value-Added Analysis Network https://valueadded.teachingdoctors.com

Page 1 **2012-2015 School Year Aggregated Results**

Green Bar	Exceeded Expectations
White Bar	Met Expectation (most met results)
Gray Bar	Some Met Expectation (most did not meet expectations)
Red Bar	Did Not Meet Expectations

Pages 2-3 **2014-15 Student Results – Math & Reading**

'Y' axis = growth score
'X' axis = baseline score

Green Diamond	Exceeded expectations
Red Diamond	Did not meet expectations

Please note: When teachers are looking at this virtually, they can hover over an individual diamond and view the student who received that result.

Page 4-28 **Data Tables & Statistical Significant Findings for Math & Reading 2012-15**

Page 28-32 **SIATech Little Rock Writing Assessments 2012-2015**

Page 33-39 **SIATech Statistical Growth Model Specifications**

Page 40 **SIATech Little Rock – Annual Report 2011-15**

- Exited Student Data
- Student Ethnicity & Grad Rate

Analysis of STAR Results is done by Dr. John Schacter of the:
Value-Added Analysis Network https://valueadded.teachingdoctors.com

The Value-Added Analyses Network

Welcome Kris Mallory Logout

Home | Administration | Results | Education

District: SiaTech SGM | Year: Historical | Level: School (All) | School: Little Roc k | Subgroup: ALL

Little Rock Gains & Achievement Levels(ALL)

	Gain Ratio* Value-Added					Achievement					#Students
Subjects	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	2015
Math	1	-4	8	-10		28	27	29	25		218
Read	-16	-9	-5	-66		22	23	26	19		220

*Gain Ratio is the observed gain divided by the expected gain.

Analysis of STAR Results is done by Dr. John Schacter of the:
Value-Added Analysis Network https://valueadded.teachingdoctors.com
Students who were below/above expectations

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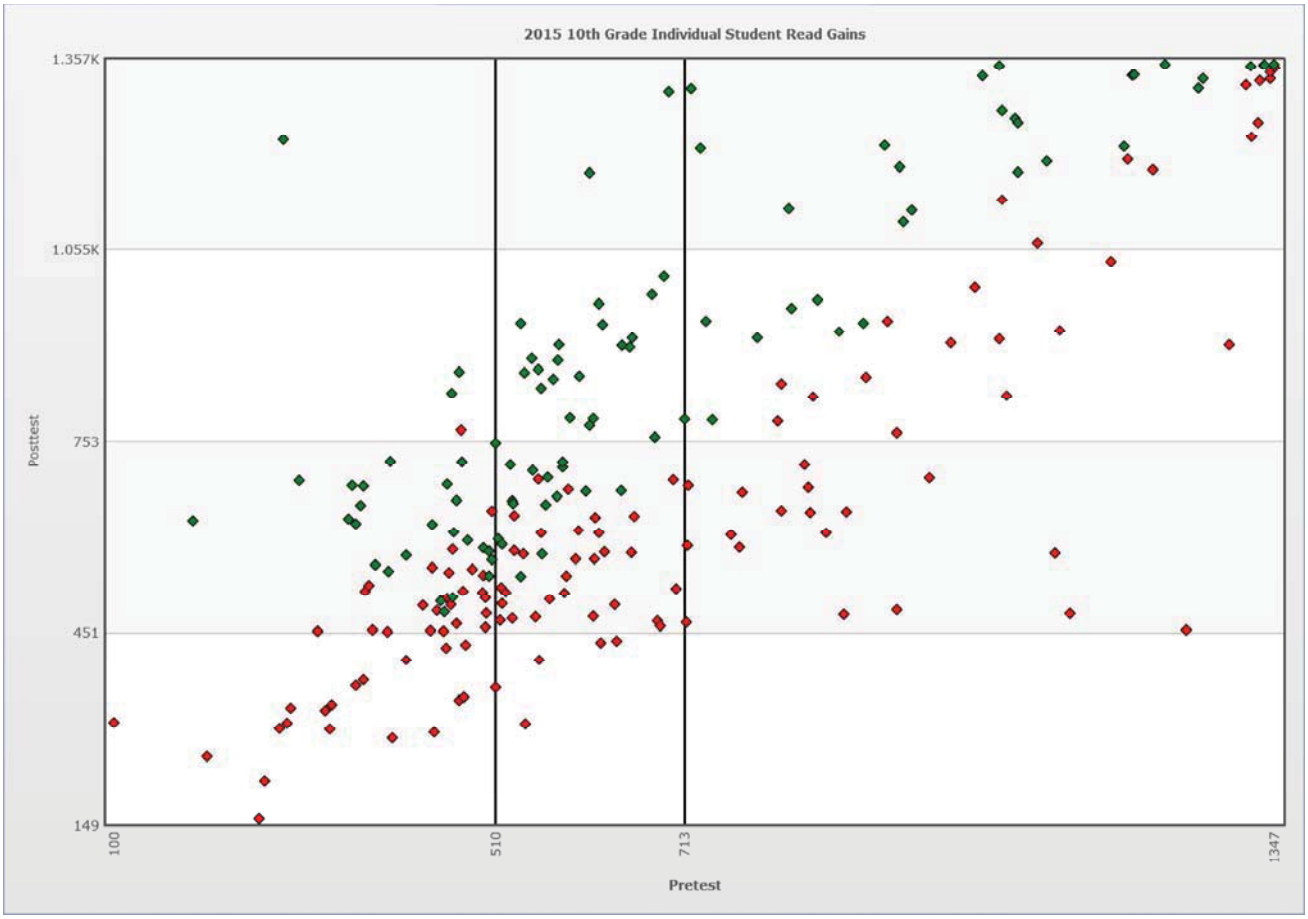
District	Year	Level	School	Content
SiaTech SGM	2015	Student (Grade)	Little Roc k	Read

2015 Individual Student Read Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2015	Below Expectation	Above Expectation	Low	Middle	High
10 *	220		56%	44%	-	+	-

(*) Indicates graph shown



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Analysis of STAR Results is done by Dr. John Schacter of the:
Value-Added Analysis Network https://valueadded.teachingdoctors.com
Students who were below/above expectations

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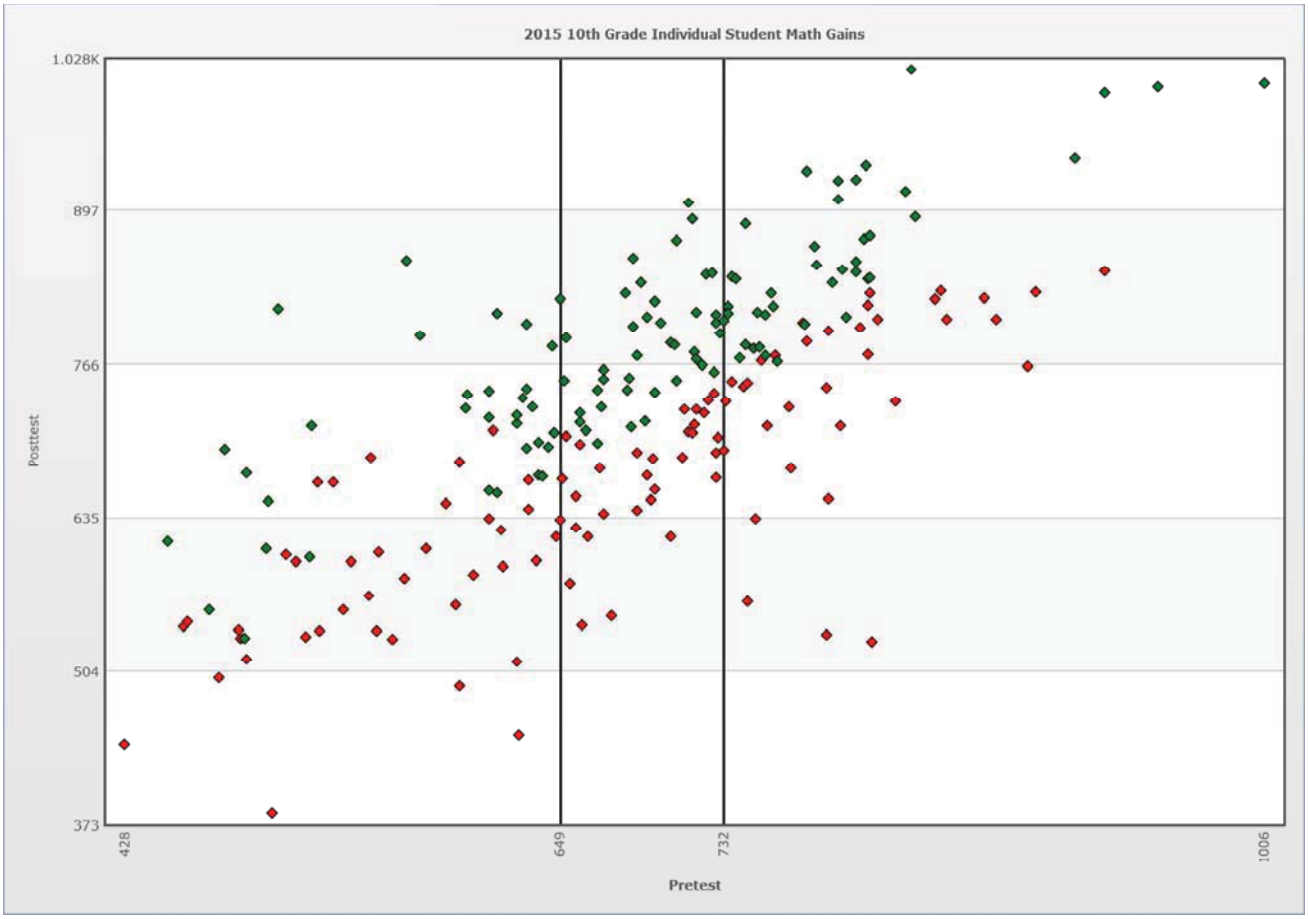
Home | Administration | Results | Education

District: SiaTech SGM | Year: 2015 | Level: Student (Grade) | School: Little Roc k | Content: Math

2015 Individual Student Math Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2015	Below Expectation	Above Expectation	Low	Middle	High
10 *	218		48%	52%	-	+	+

(*) Indicates graph shown



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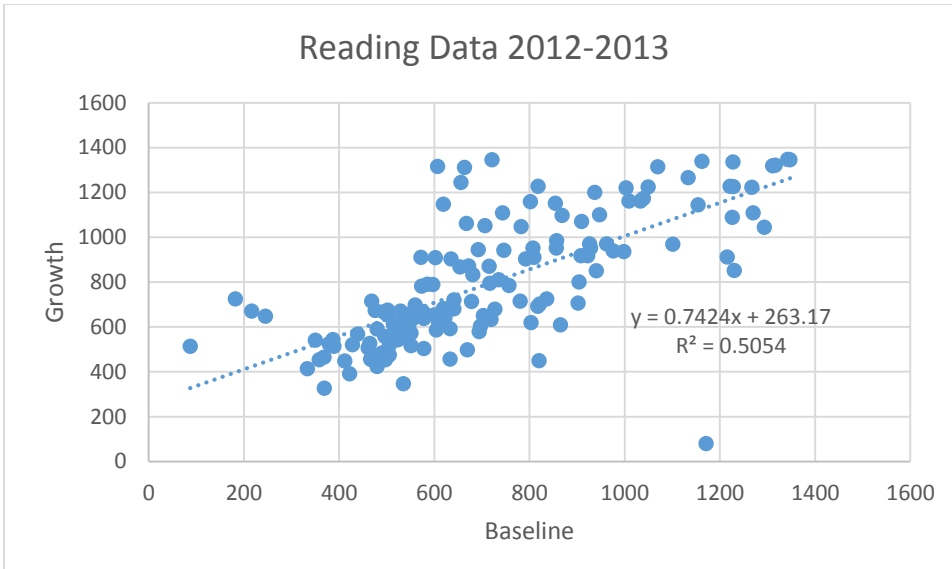
2012-13 Value Added Analysis for Math and Reading											
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2013	1109011026	read	1228	1226	1285	NO	0	Met Growth Goal	65	0.442177	44.20%
2013	1109010515	read	656	1244	773	YES	1				
2013	1109010748	read	672	872	678	YES	1				
2013	1109010871	read	792	903	847	YES	1				
2013	1109011027	read	464	526	683	NO	0				
2013	1109008927	read	87	514	634	NO	0				
2013	1109009901	read	573	782	773	YES	1				
2013	1109010531	read	633	457	649	NO	0				
2013	1109010791	read	428	521	556	NO	0				
2013	1109010749	read	505	475	526	NO	0				
2013	1109010711	read	501	654	526	YES	1				
2013	1109011028	read	663	1311	711	YES	1				
2013	1109010792	read	368	465	493	NO	0				
2013	1109010938	read	553	633	558	YES	1				
2013	1109009499	read	578	659	773	NO	0				
2013	1109010750	read	803	619	860	NO	0				
2013	1109010793	read	619	1147	635	YES	1				
2013	1109010036	read	540	637	683	NO	0				
2013	1109010550	read	817	692	880	NO	0				
2013	1109009016	read	641	721	683	YES	1				
2013	1109010872	read	1311	1318	1328	NO	0				
2013	1109010488	read	389	514	556	NO	0				
2013	1109009753	read	727	679	795	NO	0				
2013	1109010533	read	678	713	691	YES	1				
2013	1109010873	read	857	984	905	YES	1				
2013	1109010808	read	782	1047	798	YES	1				
2013	1109009572	read	216	671	634	YES	1				
2013	1109011073	read	1227	1335	1260	YES	1				
2013	1109009011	read	821	702	890	NO	0				
2013	1109010551	read	602	909	620	YES	1				
2013	1109010552	read	422	391	493	NO	0				
2013	1109011074	read	1033	1162	1072	YES	1				
2013	1109010062	read	1230	851	1285	NO	0				
2013	10012	read	703	651	719	NO	0				
2013	1109009032	read	466	457	773	NO	0				
2013	1109009031	read	962	970	1063	NO	0				
2013	1109009099	read	490	484	773	NO	0				
2013	1109011050	read	539	551	542	YES	1				
2013	1109009731	read	1039	1173	1132	YES	1				
2013	1109008921	read	493	668	773	NO	0				
2013	1109010231	read	333	414	649	NO	0				
2013	1109009666	read	1270	1108	1316	NO	0				
2013	1109010790	read	551	516	683	NO	0				
2013	1109010456	read	619	682	773	NO	0				
2013	1109010390	read	1215	911	1280	NO	0				
2013	1109010678	read	719	633	723	NO	0				
2013	1109010053	read	694	579	746	NO	0				
2013	1109010713	read	856	951	905	YES	1				
2013	1109010679	read	1293	1044	1312	NO	0				
2013	1109009264	read	358	453	556	NO	0				
2013	1109010045	read	1221	1227	1290	NO	0				
2013	1109010809	read	809	910	839	YES	1				
2013	1109010044	read	1342	1347	1345	YES	1				
2013	1109011051	read	641	681	647	YES	1				
2013	1109010457	read	926	970	992	NO	0				
2013	1109010658	read	692	944	746	YES	1				
2013	1109010646	read	904	801	946	NO	0				
2013	1109009661	read	746	942	809	YES	1				
2013	1109010625	read	1154	1145	1183	NO	0				
2013	1109009756	read	182	725	484	YES	1				
2013	1109008938	read	818	1227	880	YES	1				
2013	1109010796	read	1162	1339	1193	YES	1				
2013	1109010797	read	669	497	711	NO	0				
2013	1109010181	read	865	609	913	NO	0				
2013	1109010751	read	1009	1162	1059	YES	1				
2013	1109010874	read	496	558	683	NO	0				
2013	1109010680	read	597	789	620	YES	1				

2012-13 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2013	1109011029	read	667	1062	673	YES	1
2013	1109010879	read	461	506	464	YES	1
2013	10013	read	1133	1266	1175	YES	1
2013	1109010798	read	529	671	683	NO	0
2013	1109010647	read	468	715	683	YES	1
2013	1109010799	read	715	870	778	YES	1
2013	1109010391	read	560	698	683	YES	1
2013	1109009622	read	521	555	773	NO	0
2013	1109011079	read	697	603	698	NO	0
2013	1109010458	read	1101	969	1176	NO	0
2013	1109010840	read	578	638	590	YES	1
2013	1109010459	read	521	610	683	NO	0
2013	1109011080	read	514	610	519	YES	1
2013	1109009727	read	600	654	683	NO	0
2013	1109010714	read	998	936	1046	NO	0
2013	1109010715	read	780	714	798	NO	0
2013	1109008979	read	909	1070	965	YES	1
2013	1109010627	read	721	1346	733	YES	1
2013	1109011052	read	538	613	556	YES	1
2013	1109011012	read	681	833	729	YES	1
2013	1109011053	read	1069	1314	1074	YES	1
2013	1109011081	read	505	517	526	NO	0
2013	1109010841	read	578	504	591	NO	0
2013	1109010648	read	802	1159	860	YES	1
2013	1109010055	read	546	593	683	NO	0
2013	1109010262	read	947	1100	972	YES	1
2013	1109010554	read	1226	1089	1260	NO	0
2013	1109009182	read	976	939	1097	NO	0
2013	1109011054	read	609	621	621	YES	1
2013	1109010800	read	868	1097	892	YES	1
2013	1109010445	read	607	1316	683	YES	1
2013	1109010232	read	439	568	649	NO	0
2013	1109011011	read	902	706	946	NO	0
2013	1109008958	read	908	918	956	NO	0
2013	1109009797	read	412	448	649	NO	0
2013	1109011030	read	387	544	464	YES	1
2013	1109010628	read	654	868	664	YES	1
2013	1109010939	read	502	674	683	NO	0
2013	1109010233	read	940	850	966	NO	0
2013	10025	read	480	424	495	NO	0
2013	1109009012	read	743	1108	816	YES	1
2013	1109009824	read	1267	1223	1313	NO	0
2013	1109011010	read	922	918	931	NO	0
2013	1109011055	read	757	784	786	NO	0
2013	1109010940	read	497	454	518	NO	0
2013	1109010716	read	836	725	888	NO	0
2013	1109010666	read	820	449	824	NO	0
2013	1109009142	read	245	647	634	YES	1
2013	1109011082	read	585	791	605	YES	1
2013	10017	read	735	811	754	YES	1
2013	1109010492	read	491	453	683	NO	0
2013	1109011056	read	1347	1345	1346	NO	0
2013	1109010555	read	523	542	773	NO	0
2013	1109010660	read	467	455	683	NO	0
2013	1109011031	read	622	640	683	NO	0
2013	1109010276	read	604	586	683	NO	0
2013	1109009653	read	937	1200	1004	YES	1
2013	1109010393	read	476	673	773	NO	0
2013	1109011057	read	706	1051	719	YES	1
2013	1109011032	read	854	1151	905	YES	1
2013	1109010629	read	928	952	956	NO	0
2013	1109011033	read	549	657	558	YES	1
2013	1109010630	read	635	903	683	YES	1
2013	1109010842	read	627	679	634	YES	1
2013	1109010843	read	379	525	556	NO	0
2013	1109009948	read	1171	80	1204	NO	0
2013	1109011008	read	537	577	683	NO	0

2012-13 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2013	1109010315	read	576	667	605	YES	1
2013	1109009677	read	480	590	683	NO	0
2013	1109010802	read	572	910	683	YES	1
2013	1109010717	read	369	326	556	NO	0
2013	1109010813	read	1316	1321	1330	NO	0
2013	1109009669	read	535	347	773	NO	0
2013	10027	read	633	592	649	NO	0
2013	1109010803	read	551	572	683	NO	0
2013	1109008931	read	1049	1224	1160	YES	1
2013	1109010557	read	528	605	556	YES	1
2013	1109010804	read	807	951	826	YES	1
2013	1109010079	read	1003	1220	1121	YES	1
2013	1109010329	read	350	540	556	NO	0
		Mean	716.5102	795.1293			



Reading Paired t-Test 2012-2013

The paired t-test reveals a mean difference of about 79 points with is shown to be statistically significant for this year with a p<.001. There were 44.2% of the students that reached their goal of at least a two year literacy gain.

```
T-TEST PAIRS=Baseline WITH Growth (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet1] C:\Users\hockerta\Documents\AR\2015-2016\Reading Value Added 2012-2013.sav
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Baseline	716.5102	147	269.46813	22.22536
	Growth	795.1293	147	281.40665	23.21003

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Baseline & Growth	147	.711	.000

Paired Samples Test

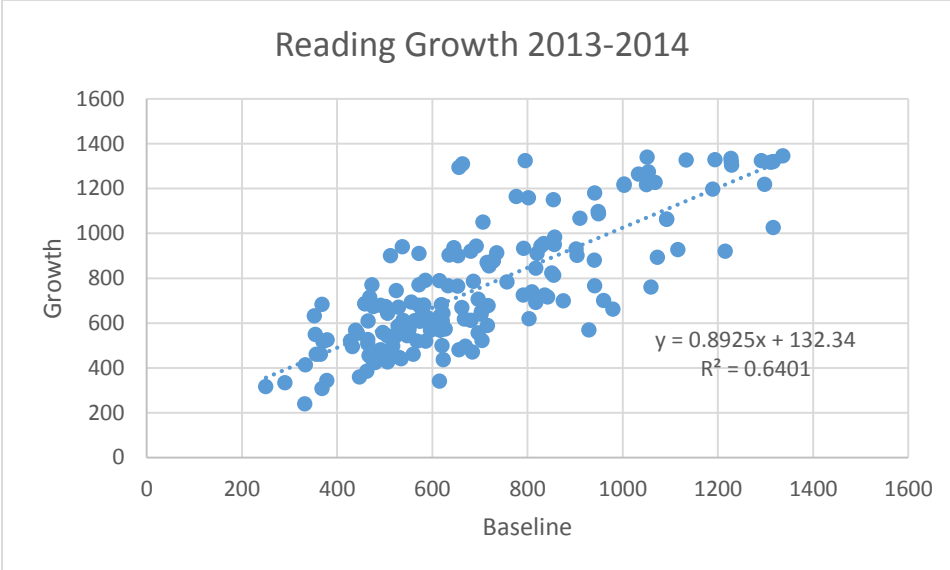
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Baseline - Growth	-78.61905	209.71962	17.29738	-112.80466	-44.43344	-4.545	146	.000

2013-14 Value Added Analysis for Math and Reading

year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2014	10087	read	1050	1218	1143	YES	1	Goal Met	74	0.43786982	44%
2014	1109011026	read	1228	1319	1295	YES	1				
2014		read	442	555	493	YES	1				
2014	1388516	read	568	520	773	NO	0				
2014	1109010515	read	656	1294	773	YES	1				
2014	1109010871	read	792	933	855	YES	1				
2014	1410684	read	716	589	733	NO	0				
2014		read	582	681	605	YES	1				
2014		read	1059	761	1076	NO	0				
2014		read	940	881	966	NO	0				
2014	1208765	read	949	1087	951	YES	1				
2014		read	1092	1063	1103	NO	0				
2014	1428187	read	1092	1063	1103	NO	0				
2014	1109011027	read	464	526	683	NO	0				
2014		read	250	317	347	NO	0				
2014	1420574	read	368	309	556	NO	0				
2014		read	607	606	620	NO	0				
2014		read	1003	1214	1029	YES	1				
2014		read	462	386	464	NO	0				
2014	1109010791	read	428	521	649	NO	0				
2014		read	447	360	464	NO	0				
2014	1109011028	read	663	1311	773	YES	1				
2014		read	1054	1275	1103	YES	1				
2014	1431784	read	590	624	605	YES	1				
2014	1432288	read	1194	1329	1225	YES	1				
2014	1109010750	read	803	619	867	NO	0				
2014	1109010792	read	368	683	649	YES	1				
2014	1109010036	read	540	570	773	NO	0				
2014		read	1336	1346	1344	YES	1				
2014		read	365	461	493	NO	0				
2014	1109010550	read	817	692	880	NO	0				
2014		read	979	662	1004	NO	0				
2014	1109010872	read	1311	1318	1328	NO	0				
2014		read	1229	1304	1260	YES	1				
2014		read	717	678	723	NO	0				
2014		read	684	471	685	NO	0				
2014		read	941	767	950	NO	0				
2014		read	530	447	541	NO	0				
2014		read	464	508	495	YES	1				
2014	1400533	read	696	556	698	NO	0				
2014		read	572	771	598	YES	1				
2014	1109010873	read	857	984	910	YES	1				
2014	1433738	read	776	1165	786	YES	1				
2014	1109011073	read	1227	1335	1285	YES	1				
2014		read	686	787	773	YES	1				
2014		read	497	445	526	NO	0				
2014	1434333	read	851	824	872	NO	0				
2014		read	332	240	464	NO	0				
2014		read	563	611	683	NO	0				
2014	1109011074	read	1033	1265	1135	YES	1				
2014	1407208	read	615	341	683	NO	0				
2014		read	596	568	607	NO	0				
2014	10012	read	703	651	760	NO	0				
2014		read	465	610	495	YES	1				
2014		read	586	520	605	NO	0				
2014		read	579	655	605	YES	1				
2014		read	627	574	649	NO	0				
2014		read	929	569	933	NO	0				
2014	1109010231	read	333	414	649	NO	0				
2014		read	491	481	495	NO	0				
2014	1109010790	read	551	545	773	NO	0				
2014	1109010456	read	619	682	773	NO	0				
2014	1109010390	read	1215	921	1280	NO	0				
2014		read	1316	1026	1320	NO	0				
2014	1109010713	read	856	951	910	YES	1				
2014		read	442	555	464	YES	1				
2014		read	791	725	798	NO	0				
2014		read	941	1180	966	YES	1				
2014	1109010658	read	692	944	773	YES	1				
2014		read	855	813	868	NO	0				
2014		read	645	937	649	YES	1				
2014	1109010646	read	904	902	957	NO	0				
2014		read	696	706	698	YES	1				
2014		read	598	600	607	NO	0				
2014		read	704	522	711	NO	0				
2014		read	617	634	683	NO	0				
2014	1109010797	read	669	497	773	NO	0				

2013-14 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2014		read	352	632	493	YES	1
2014		read	574	608	575	YES	1
2014	1109010874	read	496	558	773	NO	0
2014		read	512	901	683	YES	1
2014		read	1073	894	1154	NO	0
2014		read	290	334	464	NO	0
2014	10013	read	1133	1327	1214	YES	1
2014	1109010798	read	529	671	683	NO	0
2014	1109010647	read	468	715	773	NO	0
2014	1109010799	read	715	870	787	YES	1
2014	1411931	read	458	686	556	YES	1
2014	1407978	read	681	612	685	NO	0
2014		read	432	495	493	YES	1
2014		read	517	498	526	NO	0
2014	1442739	read	842	717	859	NO	0
2014		read	667	618	711	NO	0
2014		read	572	680	598	YES	1
2014		read	510	450	526	NO	0
2014		read	615	789	635	YES	1
2014		read	477	455	495	NO	0
2014	1432835	read	1051	1340	1143	YES	1
2014		read	370	518	556	NO	0
2014	1109011052	read	538	613	683	NO	0
2014		read	828	943	836	YES	1
2014		read	656	481	664	NO	0
2014	1109011012	read	681	920	729	YES	1
2014		read	1291	1324	1312	YES	1
2014	1109011081	read	505	544	773	NO	0
2014	1109010648	read	802	1159	867	YES	1
2014	1109011054	read	621	609	773	NO	0
2014		read	458	686	464	YES	1
2014	1109010232	read	439	568	649	NO	0
2014	1109011011	read	902	931	957	NO	0
2014		read	356	461	464	NO	0
2014	1407084	read	795	1325	847	YES	1
2014	1412638	read	702	640	711	NO	0
2014	1409539	read	728	878	739	YES	1
2014		read	809	740	880	NO	0
2014		read	506	427	526	NO	0
2014	1109010939	read	502	674	683	NO	0
2014		read	948	1098	1015	YES	1
2014	1327741	read	719	855	733	YES	1
2014	1412573	read	547	544	577	NO	0
2014		read	560	461	598	NO	0
2014	1396871	read	354	550	556	NO	0
2014	1423907	read	524	745	556	YES	1
2014		read	506	644	518	YES	1
2014	10025	read	480	424	495	NO	0
2014	1109011055	read	757	784	822	NO	0
2014		read	1298	1219	1305	NO	0
2014	1422753	read	875	699	900	NO	0
2014	1408325	read	623	437	683	NO	0
2014	1109010716	read	836	725	898	NO	0
2014	6052700	read	620	500	620	NO	0
2014	1109010666	read	820	911	880	YES	1
2014	1109011082	read	585	791	683	YES	1
2014	10017	read	735	913	801	YES	1
2014		read	378	344	493	NO	0
2014	6052700	read	475	434	683	NO	0
2014		read	556	694	558	YES	1
2014		read	599	613	608	YES	1
2014	1109010555	read	523	542	773	NO	0
2014	1109010660	read	467	455	773	NO	0
2014	1109011031	read	622	644	683	NO	0
2014	1418234	read	834	955	859	YES	1
2014	1425759	read	728	878	754	YES	1
2014	1109010393	read	476	673	773	NO	0
2014	1109011057	read	706	1051	760	YES	1
2014		read	541	557	541	YES	1
2014	1109011032	read	854	1151	905	YES	1
2014		read	1189	1197	1219	NO	0
2014	1109010630	read	635	903	773	YES	1
2014		read	1116	928	1167	NO	0
2014	1109010843	read	379	525	556	NO	0
2014		read	491	679	495	YES	1
2014	1109011008	read	537	940	773	YES	1
2014		read	817	845	824	YES	1

2013-14 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2014	1109010802	read	572	910	773	YES	1
2014	1409042	read	528	586	556	YES	1
2014	1425838	read	662	670	678	NO	0
2014		read	1068	1227	1154	YES	1
2014	1109010813	read	1316	1321	1330	NO	0
2014	1409498	read	473	771	683	YES	1
2014	10027	read	633	767	683	YES	1
2014	1109010803	read	551	572	683	NO	0
2014		read	910	1068	923	YES	1
2014		read	654	901	664	YES	1
2014	1422321	read	653	765	664	YES	1
2014	1109010079	read	1003	1220	1121	YES	1
2014		read	960	701	966	NO	0
2014		read	534	441	542	NO	0
2014	1386488	read	616	568	683	NO	0
		Mean	699.414201	756.573964			



Reading Paired t-Test 2013-2014

The paired t-test reveals a mean difference of about 57.2 points with is shown to be statistically significant for this year with a p<.001. There were 44% of the students that reached their goal of at least a two year literacy gain.

```
T-TEST PAIRS=Baseline WITH Growth (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet1] C:\Users\hockerta\Documents\AR\2015-2016\Reading Value Added 2013-2014.sav
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Baseline	699.4142	169	248.78068	19.13698
	Growth	756.5740	169	277.51677	21.34744

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Baseline & Growth	169	.800	.000

Paired Samples Test

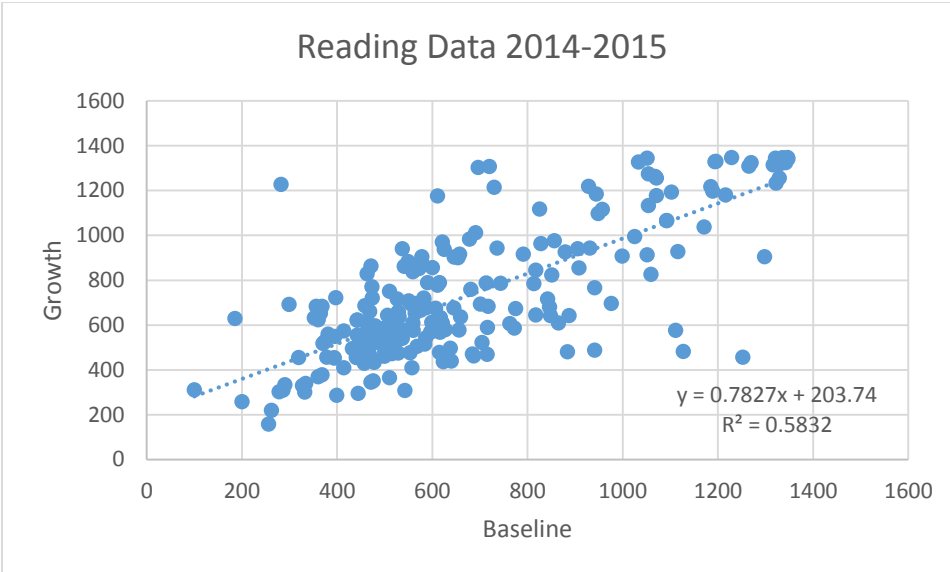
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Baseline - Growth	-57.15976	168.60973	12.96998	-82.76490	-31.55462	-4.407	168	.000

2014-15 Value Added Analysis for Math and Reading											
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2015	10152	read	442	623	649	NO	0	Met Goal	97	0.440909	44.10%
2015	10029	read	568	505	773	NO	0				
2015	10147	read	716	589	777.5	NO	0				
2015	10159	read	582	713	683	YES	1				
2015	10440	read	1322	1233	1324	NO	0				
2015	10182	read	1059	826	1142.5	NO	0				
2015	10424	read	1071	1256	1088	YES	1				
2015	10146	read	1092	1066	1165.5	NO	0				
2015	10133	read	1092	1066	1177	NO	0				
2015	10081	read	368	378	649	NO	0				
2015	10091	read	607	675	620	YES	1				
2015	10352	read	879	926	900	YES	1				
2015	10256	read	720	1308	777.5	YES	1				
2015	10347	read	659	636	696.5	NO	0				
2015	10239	read	299	692	526	YES	1				
2015	10398	read	976	696	1032	NO	0				
2015	10212	read	480	597	495	YES	1				
2015	10350	read	100	311	464	NO	0				
2015	10183	read	462	496	556	NO	0				
2015	10289	read	588	678	683	NO	0				
2015	10283	read	395	549	464	YES	1				
2015	10375	read	691	1012	706	YES	1				
2015	10333	read	327	330	464	NO	0				
2015	1109010792	read	368	683	649	YES	1				
2015	10345	read	813	785	823.5	NO	0				
2015	10287	read	549	884	683	YES	1				
2015	10373	read	550	708	577	YES	1				
2015	10143	read	590	790	773	YES	1				
2015	10144	read	1194	1329	1250.5	YES	1				
2015	10131	read	1054	1275	1142.5	YES	1				
2015	10435	read	200	258	347	NO	0				
2015	10442	read	1335	1346	1338	YES	1				
2015	10215	read	908	855	925	NO	0				
2015	10277	read	1347	1342	1345.5	NO	0				
2015	10046	read	1336	1346	1344	YES	1				
2015	10165	read	365	653	649	YES	1				
2015	10366	read	381	559	493	YES	1				
2015	10164	read	468	467	495	NO	0				
2015	10137	read	1229	1347	1295	YES	1				
2015	10262	read	957	1116	1028.5	YES	1				
2015	10190	read	684	471	691	NO	0				
2015	10189	read	717	684	733	NO	0				
2015	10300	read	713	788	733	YES	1				
2015	10207	read	941	767	966	NO	0				
2015	10188	read	530	637	683	NO	0				
2015	10193	read	464	508	495	YES	1				
2015	10222	read	460	547	649	NO	0				
2015	10295	read	559	609	683	NO	0				
2015	10363	read	1346	1347	1346	YES	1				
2015	10218	read	521	516	683	NO	0				
2015	10225	read	414	410	493	NO	0				
2015	10116	read	572	852	773	YES	1				
2015	10311	read	513	599	526	YES	1				
2015	10320	read	447	487	556	NO	0				
2015	1109010327	read	578	905	605	YES	1				
2015	10354	read	646	904	647	YES	1				
2015	10358	read	553	477	559	NO	0				
2015	10104	read	497	543	773	NO	0				
2015	10140	read	851	824	872	NO	0				
2015	10360	read	657	916	660	YES	1				
2015	10385	read	256	159	464	NO	0				
2015	10318	read	530	581	683	NO	0				

2014-15 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10371	read	500	483	526	NO	0
2015	10319	read	941	488	949.5	NO	0
2015	10201	read	332	301	556	NO	0
2015	1109011074	read	1033	1328	1135	YES	1
2015	10244	read	1025	995	1072	NO	0
2015	10030	read	615	478	773	NO	0
2015	10402	read	1051	914	1075.5	NO	0
2015	10186	read	596	568	620	NO	0
2015	10291	read	444	296	556	NO	0
2015	10396	read	1185	1217	1200.5	YES	1
2015	10248	read	397	722	556	YES	1
2015	10128	read	465	610	495	YES	1
2015	10308	read	928	1219	939.5	YES	1
2015	10293	read	577	881	683	YES	1
2015	10237	read	440	456	464	NO	0
2015	10377	read	1342	1324	1344	NO	0
2015	10124	read	586	542	773	NO	0
2015	10407	read	884	481	887.5	NO	0
2015	10260	read	499	507	526	NO	0
2015	10416	read	625	938	649	YES	1
2015	10134	read	627	579	634	NO	0
2015	10401	read	1216	1181	1244	NO	0
2015	10343	read	516	524	526	NO	0
2015	10309	read	1111	577	1186.5	NO	0
2015	10349	read	701	693	719	NO	0
2015	10304	read	559	838	683	YES	1
2015	10196	read	1316	1314	1330	NO	0
2015	10238	read	464	583	683	NO	0
2015	10394	read	510	366	518	NO	0
2015	10379	read	503	542	526	YES	1
2015	1109010713	read	856	976	910	YES	1
2015	10171	read	442	623	556	YES	1
2015	10204	read	791	916	855	YES	1
2015	10228	read	999	908	1059	NO	0
2015	10419	read	476	351	495	NO	0
2015	10334	read	499	461	526	NO	0
2015	10336	read	262	220	464	NO	0
2015	3181502	read	360	369	464	NO	0
2015	10187	read	704	522	719	NO	0
2015	10353	read	763	606	773	NO	0
2015	10075	read	617	634	773	NO	0
2015	1109010181	read	865	609	912.5	NO	0
2015	10331	read	506	567	526	YES	1
2015	10444	read	584	515	590	NO	0
2015	10279	read	540	576	683	NO	0
2015	10160	read	352	632	556	YES	1
2015	10276	read	454	455	493	NO	0
2015	10405	read	611	778	620	YES	1
2015	10209	read	319	455	493	NO	0
2015	10234	read	394	454	493	NO	0
2015	10123	read	290	334	634	NO	0
2015	10386	read	528	660	541	YES	1
2015	10231	read	817	645	839	NO	0
2015	10233	read	394	454	464	NO	0
2015	10258	read	529	656	541	YES	1
2015	10288	read	730	1214	754	YES	1
2015	10297	read	640	440	647	NO	0
2015	10315	read	334	339	556	NO	0
2015	10061	read	458	686	649	YES	1
2015	10213	read	463	830	464	YES	1
2015	10217	read	1071	1177	1154	YES	1
2015	10316	read	772	586	773	NO	0

2014-15 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10361	read	1329	1256	1333.5	NO	0
2015	10042	read	681	760	691	YES	1
2015	10406	read	1252	457	1258	NO	0
2015	10337	read	414	574	556	YES	1
2015	10169	read	432	495	649	NO	0
2015	10073	read	517	498	773	NO	0
2015	10163	read	842	717	859	NO	0
2015	3181501	read	1127	482	1141.5	NO	0
2015	10417	read	478	434	495	NO	0
2015	10129	read	615	789	683	YES	1
2015	10356	read	638	496	649	NO	0
2015	10335	read	526	717	556	YES	1
2015	10141	read	1051	1345	1160	YES	1
2015	10446	read	457	429	464	NO	0
2015	10445	read	537	541	541	YES	1
2015	10202	read	278	302	526	NO	0
2015	10430	read	455	485	464	YES	1
2015	10432	read	905	940	915	YES	1
2015	10076	read	370	518	649	NO	0
2015	10395	read	468	661	495	YES	1
2015	10167	read	828	963	850	YES	1
2015	10176	read	656	578	773	NO	0
2015	10359	read	846	681	858.5	NO	0
2015	10330	read	556	867	683	YES	1
2015	10242	read	282	1228	526	YES	1
2015	10251	read	775	673	833	NO	0
2015	10448	read	600	857	608	YES	1
2015	1109011054	read	621	609	773	NO	0
2015	10259	read	1054	1133	1142.5	NO	0
2015	10399	read	931	943	956	NO	0
2015	10203	read	356	684	556	YES	1
2015	10372	read	542	309	577	NO	0
2015	10397	read	743	787	773	YES	1
2015	10302	read	564	654	598	YES	1
2015	10205	read	825	1118	878.5	YES	1
2015	10118	read	948	1098	1036	YES	1
2015	10364	read	471	863	495	YES	1
2015	10166	read	506	644	683	NO	0
2015	10249	read	1265	1309	1296	YES	1
2015	10340	read	374	527	556	NO	0
2015	10403	read	566	697	575	YES	1
2015	10055	read	623	437	773	NO	0
2015	10374	read	497	585	526	YES	1
2015	10265	read	517	591	526	YES	1
2015	10338	read	1196	1330	1250.5	YES	1
2015	10220	read	528	475	556	NO	0
2015	10177	read	378	457	649	NO	0
2015	10095	read	475	518	773	NO	0
2015	10380	read	1270	1324	1301	YES	1
2015	10332	read	510	751	518	YES	1
2015	10431	read	1171	1037	1185	NO	0
2015	10447	read	503	580	518	YES	1
2015	10243	read	678	984	729	YES	1
2015	10054	read	556	694	773	NO	0
2015	10097	read	599	613	773	NO	0
2015	10208	read	442	555	556	NO	0
2015	10390	read	474	721	495	YES	1
2015	10298	read	715	469	723	NO	0
2015	10080	read	399	287	493	NO	0
2015	10198	read	541	862	773	YES	1
2015	10250	read	611	1176	683	YES	1
2015	10310	read	1102	1194	1176	YES	1

2014-15 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10230	read	621	970	773	YES	1
2015	10257	read	848	642	858.5	NO	0
2015	10378	read	185	629	347	YES	1
2015	10145	read	1189	1197	1242	NO	0
2015	10100	read	1116	928	1194.5	NO	0
2015	10325	read	451	502	493	YES	1
2015	10264	read	360	624	556	YES	1
2015	10346	read	286	310	464	NO	0
2015	10219	read	485	552	683	NO	0
2015	10321	read	560	576	575	YES	1
2015	10301	read	887	643	905	NO	0
2015	10307	read	515	472	526	NO	0
2015	1109011008	read	537	940	773	YES	1
2015	10342	read	496	516	526	NO	0
2015	10191	read	817	845	880	NO	0
2015	10261	read	1321	1344	1324	YES	1
2015	1109010315	read	576	667	605	YES	1
2015	10437	read	557	410	559	NO	0
2015	10429	read	645	676	647	YES	1
2015	10439	read	736	943	738.5	YES	1
2015	10066	read	1068	1263	1169	YES	1
2015	10062	read	473	771	773	NO	0
2015	10211	read	471	346	495	NO	0
2015	10428	read	1331	1321	1335.5	NO	0
2015	10365	read	521	516	556	NO	0
2015	10421	read	687	463	698	NO	0
2015	10254	read	458	507	556	NO	0
2015	10410	read	582	721	590	YES	1
2015	10122	read	654	901	773	YES	1
2015	10305	read	696	1303	706	YES	1
2015	10241	read	944	1185	1015	YES	1
2015	10045	read	616	568	773	NO	0
2015	10341	read	1342	1334	1343.5	NO	0
2015	10427	read	1298	905	1305	NO	0
		Mean	676.3227	733.0727			



Reading Paired t-Test 2014-2015

The paired t-test reveals a mean difference of about 57 points with is shown to be statistically significant for this year with a p<.001. There were 44.1% of the students that reached their goal of at least a two year literacy gain.

```
T-TEST PAIRS=Baseline WITH Growth (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Baseline	676.3227	220	289.44613	19.51445
	Growth	733.0727	220	296.65230	20.00029

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Baseline & Growth	220	.764	.000

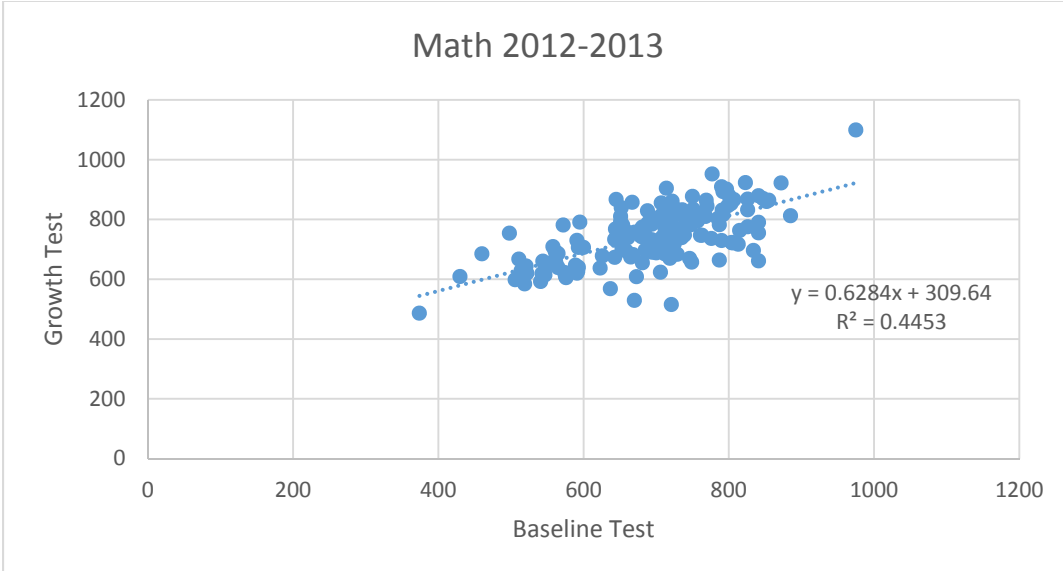
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Baseline - Growth	-56.75000	201.59573	13.59158	-83.53704	-29.96296	-4.175	219	.000

2012-13 Value Added Analysis for Math and Reading											
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2013	1109011026	math	852	860	875	NO	0	Met Growth Goal	95	0.616883	62%
2013	1109010515	math	689	788	730	YES	1				
2013	1109010748	math	565	686	608	YES	1				
2013	1109010871	math	723	808	742	YES	1				
2013	1109010210	math	649	726	682	YES	1				
2013	1109011027	math	710	726	728	NO	0				
2013	1109008927	math	374	486	632	NO	0				
2013	1109009901	math	681	774	730	YES	1				
2013	1109010791	math	694	690	720	NO	0				
2013	1109010749	math	565	639	608	YES	1				
2013	1109010711	math	736	832	754	YES	1				
2013	1109011028	math	592	627	706	NO	0				
2013	1109010792	math	591	620	630	NO	0				
2013	1109010938	math	654	781	671	YES	1				
2013	1109009499	math	792	893	826	YES	1				
2013	1109010750	math	787	664	814	NO	0				
2013	1109010793	math	653	700	682	YES	1				
2013	1109010036	math	768	810	796	YES	1				
2013	1109010550	math	709	742	730	YES	1				
2013	1109009016	math	792	816	819	NO	0				
2013	1109010872	math	688	829	713	YES	1				
2013	1109010488	math	721	515	742	NO	0				
2013	1109009753	math	748	782	768	YES	1				
2013	1109010533	math	732	769	748	YES	1				
2013	1109010873	math	712	787	732	YES	1				
2013	1109010808	math	799	846	818	YES	1				
2013	1109009572	math	725	718	750	NO	0				
2013	1109011073	math	823	923	840	YES	1				
2013	1109009011	math	797	901	830	YES	1				
2013	1109010551	math	703	725	725	YES	1				
2013	1109010552	math	544	660	608	YES	1				
2013	1109010490	math	658	755	706	YES	1				
2013	1109011074	math	718	676	740	NO	0				
2013	1109010062	math	706	733	728	YES	1				
2013	10012	math	847	870	867	YES	1				
2013	1109009032	math	750	877	779	YES	1				
2013	1109009031	math	770	845	804	YES	1				
2013	1109009099	math	643	733	730	YES	1				
2013	1109011050	math	637	568	644	NO	0				
2013	1109009731	math	777	952	806	YES	1				
2013	1109008921	math	826	868	858	YES	1				
2013	1109010231	math	575	611	730	NO	0				
2013	1109009666	math	885	812	914	NO	0				
2013	1109008935	math	749	657	770	NO	0				
2013	1109010790	math	600	706	706	YES	1				
2013	1109010456	math	712	772	733	YES	1				
2013	1109009331	math	804	723	837	NO	0				
2013	1109010390	math	543	619	730	NO	0				
2013	1109008903	math	572	781	706	YES	1				
2013	1109010678	math	701	801	713	YES	1				
2013	1109010053	math	547	614	706	NO	0				
2013	1109010713	math	714	904	732	YES	1				
2013	1109010679	math	872	922	890	YES	1				
2013	1109009264	math	659	744	706	YES	1				
2013	1109010045	math	757	795	788	YES	1				
2013	1109010809	math	694	732	721	YES	1				
2013	1109010044	math	975	1099	989	YES	1				
2013	1109011051	math	805	721	808	NO	0				
2013	1109010810	math	706	623	711	NO	0				
2013	1109010457	math	841	879	864	YES	1				
2013	1109010658	math	696	797	720	YES	1				
2013	1109010646	math	576	605	706	NO	0				
2013	1109009661	math	707	855	728	YES	1				
2013	1109010625	math	561	666	608	YES	1				
2013	1109009756	math	589	647	706	NO	0				

2012-13 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2013	1109008938	math	460	685	632	YES	1
2013	1109010796	math	751	834	770	YES	1
2013	1109010797	math	681	655	711	NO	0
2013	1109010181	math	722	725	742	NO	0
2013	1109010751	math	785	803	807	NO	0
2013	1109010874	math	714	753	732	YES	1
2013	1109010680	math	761	747	780	NO	0
2013	1109011029	math	670	529	689	NO	0
2013	1109010879	math	735	739	743	NO	0
2013	1109010839	math	673	608	696	NO	0
2013	10013	math	652	839	682	YES	1
2013	1109010798	math	826	775	851	NO	0
2013	1109010647	math	728	833	747	YES	1
2013	1109010799	math	719	767	736	YES	1
2013	1109010391	math	711	738	732	YES	1
2013	1109009622	math	694	784	730	YES	1
2013	1109011079	math	574	622	597	YES	1
2013	1109010031	math	815	763	837	NO	0
2013	1109010458	math	790	909	816	YES	1
2013	1109010840	math	506	598	526	YES	1
2013	1109010459	math	561	693	706	NO	0
2013	1109011080	math	659	759	665	YES	1
2013	1109009727	math	623	637	706	NO	0
2013	1109010714	math	790	729	811	NO	0
2013	1109010715	math	591	730	630	YES	1
2013	1109008979	math	757	798	780	YES	1
2013	1109010312	math	841	661	860	NO	0
2013	1109010627	math	855	864	874	NO	0
2013	1109011052	math	562	654	608	YES	1
2013	1109011012	math	715	794	732	YES	1
2013	1109011053	math	841	790	842	NO	0
2013	1109011081	math	593	640	630	YES	1
2013	1109010648	math	769	864	796	YES	1
2013	1109010055	math	722	861	742	YES	1
2013	1109010262	math	826	832	845	NO	0
2013	1109010554	math	739	748	759	NO	0
2013	1109009182	math	722	842	744	YES	1
2013	1109011054	math	684	755	687	YES	1
2013	1109010800	math	679	766	706	YES	1
2013	1109010445	math	800	880	826	YES	1
2013	1109010232	math	522	620	632	NO	0
2013	1109011011	math	707	813	728	YES	1
2013	1109008958	math	721	739	742	NO	0
2013	1109009797	math	841	755	871	NO	0
2013	1109011030	math	511	667	526	YES	1
2013	1109010628	math	645	736	682	YES	1
2013	1109010939	math	558	657	706	NO	0
2013	10025	math	665	674	699	NO	0
2013	1109009012	math	746	669	774	NO	0
2013	1109009824	math	749	788	773	YES	1
2013	1109011010	math	729	683	740	NO	0
2013	1109011055	math	763	747	782	NO	0
2013	1109010940	math	712	685	723	NO	0
2013	1109010716	math	498	754	559	YES	1
2013	1109010666	math	558	709	598	YES	1
2013	1109009142	math	519	584	632	NO	0
2013	1109011082	math	685	697	708	NO	0
2013	1109010314	math	651	810	682	YES	1
2013	10017	math	643	673	673	YES	1
2013	1109010492	math	521	644	559	YES	1
2013	1109011056	math	791	831	792	YES	1
2013	1109010555	math	787	782	821	NO	0
2013	1109010660	math	651	792	706	YES	1
2013	1109011031	math	514	628	559	YES	1
2013	1109010276	math	719	670	736	NO	0

2012-13 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2013	1109009653	math	807	866	830	YES	1
2013	1109010393	math	670	757	730	YES	1
2013	1109011057	math	803	853	822	YES	1
2013	1109011032	math	740	806	759	YES	1
2013	1109010629	math	546	623	608	YES	1
2013	1109011033	math	760	817	769	YES	1
2013	1109010630	math	680	742	706	YES	1
2013	1109010842	math	776	736	785	NO	0
2013	1109010843	math	668	682	706	NO	0
2013	1109009948	math	834	696	854	NO	0
2013	10036	math	700	688	705	NO	0
2013	1109009677	math	661	739	706	YES	1
2013	1109010802	math	749	787	773	YES	1
2013	1109010717	math	430	609	559	YES	1
2013	1109010813	math	645	867	706	YES	1
2013	1109009669	math	659	694	730	NO	0
2013	10027	math	626	678	664	YES	1
2013	1109010803	math	644	768	706	YES	1
2013	1109009984	math	813	717	837	NO	0
2013	1109008931	math	595	791	730	YES	1
2013	1109010557	math	593	706	630	YES	1
2013	1109010804	math	667	857	699	YES	1
2013	1109010079	math	717	811	736	YES	1
2013	1109010329	math	541	592	706	NO	0
			693.2857	745.3052			



Math Data Little Rock SIATech 2012-2013

Below is a paired data t-test on the Baseline and Growth testing score values for the students during the 2012-2013 school year. The pairing shows a statistically significant finding in the increase in the mean scores by approximately 52 points with p<.001.

```
T-TEST PAIRS=Baseline WITH Growth (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet3]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Baseline	693.2857	154	100.78163	8.12122
	Growth	745.3052	154	94.90121	7.64736

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Baseline & Growth	154	.667	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Baseline - Growth	-52.01948	79.98713	6.44555	-64.75324	-39.28572	-8.071	153	.000

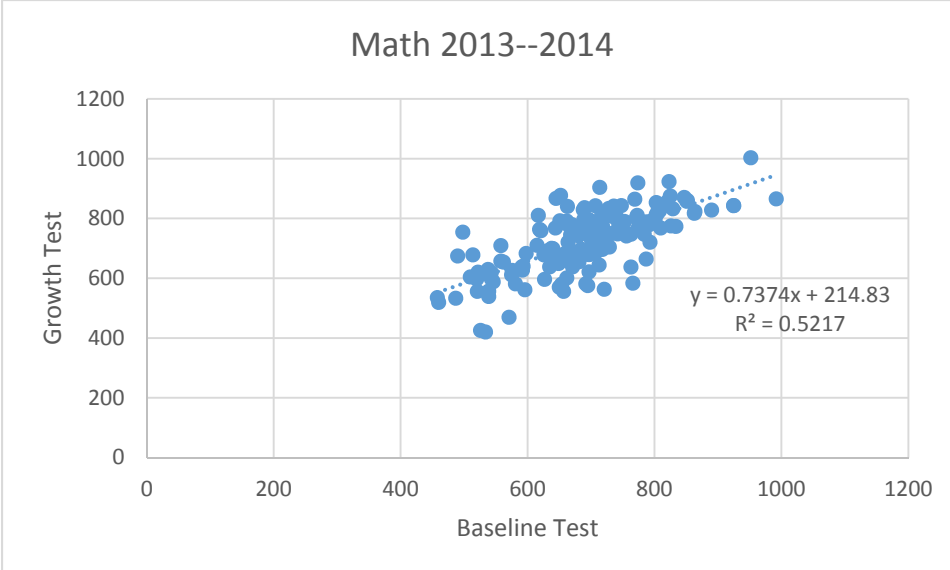
2013-14 Value Added Analysis for Math and Reading

year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2014	10087	math	851	857	875	NO	0	Growth Goal Met	71	0.45512821	45.50%
2014	1109011026	math	852	860	882	NO	0				
2014		math	697	679	721	NO	0				
2014	1388516	math	695	575	730	NO	0				
2014	1109010515	math	689	797	730	YES	1				
2014	1109010871	math	723	808	744	YES	1				
2014	1410684	math	784	747	807	NO	0				
2014		math	659	670	693	NO	0				
2014		math	688	774	701	YES	1				
2014		math	763	637	782	NO	0				
2014	1208765	math	694	694	700	NO	0				
2014		math	925	843	935	NO	0				
2014	1428187	math	925	843	935	NO	0				
2014	1109011027	math	710	769	728	YES	1				
2014		math	521	556	526	YES	1				
2014	1420574	math	596	561	706	NO	0				
2014		math	744	751	762	NO	0				
2014		math	829	832	838	NO	0				
2014		math	627	684	649	YES	1				
2014	1109010791	math	694	690	730	NO	0				
2014		math	539	539	598	NO	0				
2014	1109011028	math	592	627	730	NO	0				
2014		math	690	836	718	YES	1				
2014	1431784	math	785	788	807	NO	0				
2014	1432288	math	864	823	884	NO	0				
2014	1109010750	math	787	664	821	NO	0				
2014	1109010792	math	591	638	730	NO	0				
2014	1109010036	math	810	768	843	NO	0				
2014		math	952	1003	978	YES	1				
2014		math	581	581	630	NO	0				
2014	1109010550	math	709	742	730	YES	1				
2014		math	744	782	752	YES	1				
2014	1109010872	math	688	829	713	YES	1				
2014		math	649	653	682	NO	0				
2014		math	801	798	811	NO	0				
2014		math	654	580	671	NO	0				
2014		math	638	700	662	YES	1				
2014		math	729	704	740	NO	0				
2014		math	668	745	689	YES	1				
2014	1400533	math	792	779	803	NO	0				
2014		math	792	789	814	NO	0				
2014	1109010873	math	712	787	733	YES	1				
2014	1433738	math	793	720	803	NO	0				
2014	1109011073	math	823	923	845	YES	1				
2014		math	774	765	809	NO	0				
2014		math	490	674	547	YES	1				
2014	1434333	math	727	742	747	NO	0				
2014		math	458	535	526	YES	1				
2014		math	703	750	724	YES	1				
2014	1109011074	math	718	777	736	YES	1				
2014	1407208	math	657	556	706	NO	0				
2014	10012	math	847	870	872	NO	0				
2014		math	671	638	699	NO	0				
2014		math	721	726	744	NO	0				
2014		math	619	763	664	YES	1				
2014		math	638	672	673	NO	0				
2014		math	649	649	655	NO	0				
2014	1109010231	math	575	611	730	NO	0				
2014		math	526	425	598	NO	0				
2014	1109010790	math	662	791	730	YES	1				
2014	1109010456	math	712	772	733	YES	1				
2014	1109010390	math	543	619	730	NO	0				
2014		math	890	828	900	NO	0				
2014	1109010713	math	714	904	733	YES	1				
2014		math	697	679	709	NO	0				
2014		math	766	583	775	NO	0				
2014		math	803	813	822	NO	0				
2014	1109010658	math	696	797	730	YES	1				
2014		math	736	805	743	YES	1				
2014		math	834	773	854	NO	0				
2014	1109010646	math	576	626	730	NO	0				
2014		math	520	597	526	YES	1				
2014		math	659	682	679	YES	1				
2014		math	697	621	709	NO	0				

2013-14 Value Added Analysis for Math and Reading

year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2014		math	806	827	830	NO	0
2014	1109010797	math	681	655	730	NO	0
2014		math	627	596	664	NO	0
2014		math	700	733	713	YES	1
2014	1109010874	math	714	753	733	YES	1
2014		math	664	721	706	YES	1
2014		math	640	699	706	NO	0
2014		math	460	519	547	NO	0
2014	10013	math	652	877	730	YES	1
2014	1109010798	math	826	775	851	NO	0
2014	1109010647	math	728	833	750	YES	1
2014	1109010799	math	719	767	736	YES	1
2014	1411931	math	772	802	798	YES	1
2014	1407978	math	736	752	743	YES	1
2014		math	787	784	809	NO	0
2014		math	510	604	547	YES	1
2014	1442739	math	773	801	793	YES	1
2014		math	773	810	798	YES	1
2014		math	621	759	664	YES	1
2014		math	714	727	736	NO	0
2014		math	697	743	721	YES	1
2014		math	538	629	608	YES	1
2014	1432835	math	774	919	801	YES	1
2014		math	487	533	559	NO	0
2014	1109011052	math	562	654	706	NO	0
2014		math	707	685	718	NO	0
2014		math	598	683	645	YES	1
2014	1109011012	math	715	794	732	YES	1
2014		math	706	773	730	YES	1
2014	1109011081	math	593	640	730	NO	0
2014	1109010648	math	769	864	804	YES	1
2014	1109011054	math	684	755	730	YES	1
2014		math	772	802	782	YES	1
2014	1109010232	math	522	620	632	NO	0
2014	1109011011	math	707	842	730	YES	1
2014		math	662	601	679	NO	0
2014	1407084	math	692	581	713	NO	0
2014	1412638	math	635	638	662	NO	0
2014	1409539	math	817	842	825	YES	1
2014		math	992	865	996	NO	0
2014		math	753	790	772	YES	1
2014	1109010939	math	558	657	706	NO	0
2014		math	718	696	736	NO	0
2014	1412573	math	863	817	879	NO	0
2014		math	546	588	608	NO	0
2014	1396871	math	722	753	742	YES	1
2014	1423907	math	748	843	767	YES	1
2014		math	717	775	728	YES	1
2014	10025	math	665	674	699	NO	0
2014	1109011055	math	763	747	789	NO	0
2014		math	825	875	833	YES	1
2014	1422753	math	645	673	682	NO	0
2014	1109010716	math	498	754	632	YES	1
2014	6052700	math	534	420	598	NO	0
2014	1109010666	math	558	709	730	NO	0
2014	1109011082	math	685	697	711	NO	0
2014	10017	math	643	673	730	NO	0
2014		math	543	598	608	NO	0
2014	6052700	math	650	570	706	NO	0
2014		math	742	748	752	NO	0
2014		math	539	557	571	NO	0
2014	1109010555	math	787	782	821	NO	0
2014	1109010660	math	651	792	730	YES	1
2014	1109011031	math	514	678	559	YES	1
2014	1418234	math	808	835	826	YES	1
2014	1425759	math	817	842	834	YES	1
2014	1109010393	math	670	779	730	YES	1
2014	1109011057	math	803	853	829	YES	1
2014		math	756	741	766	NO	0
2014	1109011032	math	740	806	759	YES	1
2014		math	617	810	664	YES	1
2014	1109010630	math	680	742	730	YES	1
2014		math	736	841	754	YES	1
2014	1109010843	math	668	682	706	NO	0

2013-14 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2014		math	713	644	723	NO	0
2014	1109011008	math	700	790	730	YES	1
2014		math	632	692	662	YES	1
2014	1109010802	math	749	787	779	YES	1
2014	1409042	math	820	855	837	YES	1
2014	1425838	math	662	781	693	YES	1
2014		math	571	469	630	NO	0
2014		math	806	820	830	NO	0
2014	1109010813	math	645	867	706	YES	1
2014	1409498	math	747	780	768	YES	1
2014	10027	math	626	678	706	NO	0
2014	1109010803	math	644	768	706	YES	1
2014		math	663	840	679	YES	1
2014		math	751	753	770	NO	0
2014	1422321	math	710	707	730	NO	0
2014	1109010079	math	717	811	736	YES	1
2014		math	721	563	733	NO	0
2014	1386488	math	615	710	706	YES	1
			695.861446	727.933735			



Math Data Little Rock SIATech 2013-2014

Below is a paired data t-test on the Baseline and Growth testing score values for the students during the 2013-2014 school year. The pairing shows a statistically significant finding in the increase in the mean scores by approximately 32 points with p<.001.

```
T-TEST PAIRS=Baseline WITH Growth (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet1]
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Baseline	695.8614	166	100.28855	7.78390
	Growth	727.9337	166	102.38484	7.94661

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Baseline & Growth	166	.722	.000

Paired Samples Test

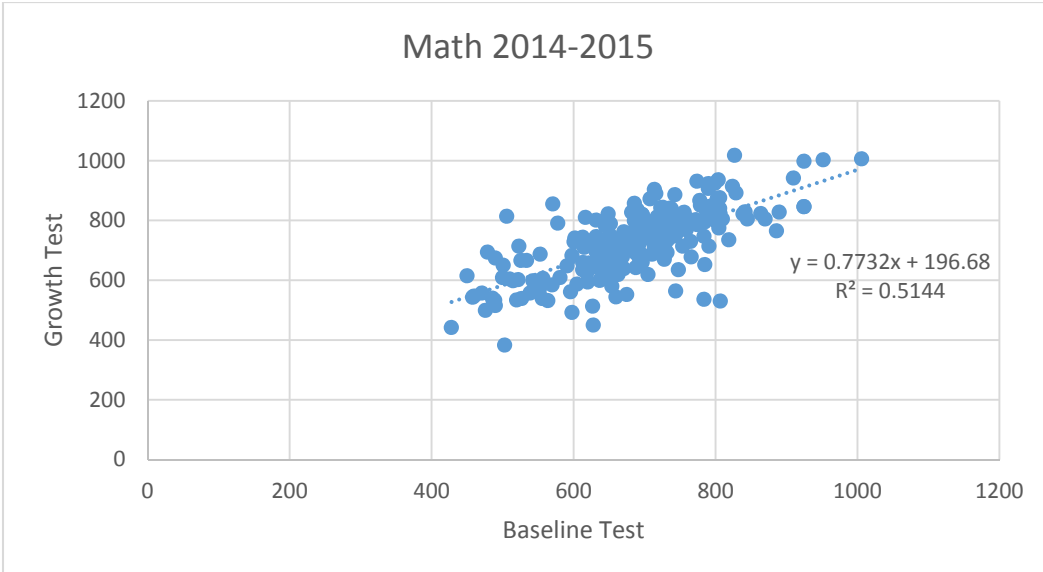
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Baseline - Growth	-32.07229	75.55007	5.86382	-43.65009	-20.49449	-5.470	165	.000

2014-15 Value Added Analysis for Math and Reading											
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2015	10152	math	697	820	730	YES	1	Met Growth Goal	114	0.522936	52.30%
2015	10029	math	695	651	730	NO	0				
2015	10147	math	784	747	810.5	NO	0				
2015	10159	math	659	717	706	YES	1				
2015	10440	math	827	1018	836	YES	1				
2015	10182	math	688	774	713	YES	1				
2015	10424	math	682	827	695.5	YES	1				
2015	10146	math	925	846	947.5	NO	0				
2015	10133	math	925	846	952	NO	0				
2015	10081	math	596	561	730	NO	0				
2015	10091	math	744	751	762	NO	0				
2015	10352	math	671	754	699	YES	1				
2015	10256	math	790	923	815.5	YES	1				
2015	10347	math	613	744	706	YES	1				
2015	10239	math	479	694	559	YES	1				
2015	10398	math	738	839	759	YES	1				
2015	10212	math	728	670	747	NO	0				
2015	10350	math	633	668	673	NO	0				
2015	10183	math	627	716	706	YES	1				
2015	10289	math	627	513	706	NO	0				
2015	10283	math	450	615	526	YES	1				
2015	10375	math	635	730	673	YES	1				
2015	10333	math	688	642	701	NO	0				
2015	1109010792	math	591	648	730	NO	0				
2015	10345	math	617	657	649	YES	1				
2015	10287	math	652	789	706	YES	1				
2015	10373	math	578	791	630	YES	1				
2015	10143	math	785	795	817	NO	0				
2015	10144	math	864	823	887	NO	0				
2015	10131	math	690	836	713	YES	1				
2015	10435	math	522	602	526	YES	1				
2015	10442	math	806	876	815	YES	1				
2015	10215	math	637	599	673	NO	0				
2015	10277	math	804	936	812.5	YES	1				
2015	10046	math	952	1003	983	YES	1				
2015	10165	math	581	609	730	NO	0				
2015	10366	math	605	587	645	NO	0				
2015	10164	math	696	686	709	NO	0				
2015	10137	math	649	822	730	YES	1				
2015	10262	math	693	807	713	YES	1				
2015	10190	math	654	580	682	NO	0				
2015	10189	math	801	798	820	NO	0				
2015	10300	math	633	643	673	NO	0				
2015	10207	math	638	700	673	YES	1				
2015	10188	math	729	704	751	NO	0				
2015	10193	math	668	745	699	YES	1				
2015	10222	math	718	771	736	YES	1				
2015	10295	math	716	890	736	YES	1				
2015	10363	math	845	805	864	NO	0				
2015	10218	math	500	609	559	YES	1				
2015	10225	math	564	532	608	NO	0				
2015	10116	math	792	847	826	YES	1				
2015	10311	math	728	691	747	NO	0				
2015	10320	math	651	753	706	YES	1				
2015	1109010327	math	730	793	748	YES	1				
2015	10354	math	799	854	807.5	YES	1				
2015	10358	math	784	536	786	NO	0				
2015	10104	math	490	674	632	YES	1				
2015	10140	math	727	742	747	NO	0				
2015	10360	math	643	696	662	YES	1				
2015	10385	math	744	564	762	NO	0				
2015	10318	math	727	760	747	YES	1				
2015	10371	math	660	544	693	NO	0				

2014-15 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10201	math	458	543	559	NO	0
2015	1109011074	math	718	811	736	YES	1
2015	10244	math	688	691	718	NO	0
2015	10030	math	657	627	730	NO	0
2015	10402	math	765	730	775	NO	0
2015	10186	math	886	765	908	NO	0
2015	10291	math	476	499	559	NO	0
2015	10396	math	692	718	701	YES	1
2015	10248	math	534	666	706	NO	0
2015	10128	math	671	639	699	NO	0
2015	10308	math	740	772	747.5	YES	1
2015	10293	math	686	857	711	YES	1
2015	10237	math	757	816	765.5	YES	1
2015	10377	math	1006	1006	974	YES	1
2015	10124	math	721	766	744	YES	1
2015	10407	math	785	652	795	NO	0
2015	10260	math	570	584	608	NO	0
2015	10416	math	619	625	664	NO	0
2015	10134	math	638	672	662	YES	1
2015	10401	math	829	892	848	YES	1
2015	10343	math	724	736	744	NO	0
2015	10309	math	652	705	706	NO	0
2015	10349	math	506	814	547	YES	1
2015	10304	math	717	715	736	NO	0
2015	10196	math	890	828	919	NO	0
2015	10238	math	659	725	706	YES	1
2015	10394	math	503	383	526	NO	0
2015	10379	math	632	746	673	YES	1
2015	1109010713	math	714	904	733	YES	1
2015	10171	math	697	820	720	YES	1
2015	10204	math	766	678	800	NO	0
2015	10228	math	749	811	770	YES	1
2015	10419	math	552	569	598	NO	0
2015	10334	math	728	809	747	YES	1
2015	10420	math	685	713	695.5	YES	1
2015	10336	math	428	442	547	NO	0
2015	3181502	math	628	450	649	NO	0
2015	10187	math	697	660	721	NO	0
2015	10353	math	734	816	737	YES	1
2015	10075	math	806	827	837	NO	0
2015	1109010181	math	722	725	742	NO	0
2015	10331	math	556	539	608	NO	0
2015	10444	math	620	594	649	NO	0
2015	10279	math	669	678	706	NO	0
2015	10160	math	627	723	706	YES	1
2015	10276	math	774	786	799	NO	0
2015	10405	math	779	851	789.5	YES	1
2015	10209	math	490	515	547	NO	0
2015	10234	math	520	534	547	NO	0
2015	10123	math	460	547	632	NO	0
2015	10386	math	647	619	671	NO	0
2015	10231	math	657	654	693	NO	0
2015	10233	math	711	687	716	NO	0
2015	10258	math	716	708	728	NO	0
2015	10288	math	870	805	890	NO	0
2015	10297	math	640	671	644	YES	1
2015	10315	math	486	540	559	NO	0
2015	10061	math	772	802	807	NO	0
2015	10213	math	732	693	733	NO	0
2015	10217	math	805	817	829.5	NO	0
2015	10316	math	803	873	812.5	YES	1
2015	10361	math	799	924	807.5	YES	1
2015	10042	math	736	752	754	NO	0

2014-15 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10406	math	613	659	617	YES	1
2015	10337	math	553	687	706	NO	0
2015	10169	math	787	836	821	YES	1
2015	10073	math	510	604	632	NO	0
2015	10163	math	773	801	793	YES	1
2015	3181501	math	754	714	762.5	NO	0
2015	10417	math	705	619	730	NO	0
2015	10129	math	697	743	720	YES	1
2015	10356	math	668	699	699	YES	1
2015	10335	math	646	708	682	YES	1
2015	10141	math	774	931	809	YES	1
2015	10446	math	734	810	742.5	YES	1
2015	10445	math	799	845	807.5	YES	1
2015	10202	math	557	606	706	NO	0
2015	10430	math	759	769	768.5	YES	1
2015	10432	math	910	942	922	YES	1
2015	10076	math	487	533	632	NO	0
2015	10395	math	686	799	708	YES	1
2015	10167	math	707	783	730	YES	1
2015	10176	math	598	683	730	NO	0
2015	10359	math	489	533	526	YES	1
2015	10330	math	523	714	559	YES	1
2015	10242	math	803	873	828.5	YES	1
2015	10251	math	613	635	706	NO	0
2015	10448	math	807	530	808	NO	0
2015	1109011054	math	684	755	730	YES	1
2015	10259	math	778	867	805.5	YES	1
2015	10399	math	805	839	825	YES	1
2015	10203	math	662	710	706	YES	1
2015	10372	math	705	785	730	YES	1
2015	10397	math	839	822	860	NO	0
2015	10302	math	693	672	718	NO	0
2015	10205	math	753	809	777	YES	1
2015	10118	math	718	728	736	NO	0
2015	10364	math	750	781	770	YES	1
2015	10166	math	717	777	736	YES	1
2015	10249	math	743	886	762	YES	1
2015	10340	math	708	753	727.5	YES	1
2015	10403	math	601	729	624	YES	1
2015	10055	math	515	598	632	NO	0
2015	10374	math	501	650	547	YES	1
2015	10265	math	613	721	645	YES	1
2015	10338	math	708	872	727.5	YES	1
2015	10220	math	675	552	706	NO	0
2015	10177	math	543	598	730	NO	0
2015	10095	math	650	669	730	NO	0
2015	10380	math	842	829	861	NO	0
2015	10431	math	819	735	827.5	NO	0
2015	10447	math	733	735	742.5	NO	0
2015	10243	math	723	843	742	YES	1
2015	10054	math	742	748	767	NO	0
2015	10097	math	539	557	730	NO	0
2015	10208	math	526	666	706	NO	0
2015	10390	math	670	730	699	YES	1
2015	10298	math	794	807	805.5	YES	1
2015	10080	math	758	774	775	NO	0
2015	10198	math	756	827	788	YES	1
2015	10250	math	790	907	815.5	YES	1
2015	10310	math	732	804	751	YES	1
2015	10230	math	602	741	730	YES	1
2015	10257	math	791	714	800.5	NO	0
2015	10378	math	671	762	689	YES	1
2015	10145	math	617	810	706	YES	1

2014-15 Value Added Analysis for Math and Reading							
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10100	math	736	841	753.5	YES	1
2015	10325	math	645	782	682	YES	1
2015	10264	math	743	783	763	YES	1
2015	10346	math	471	557	547	YES	1
2015	10219	math	714	709	731.5	NO	0
2015	10321	math	630	738	649	YES	1
2015	10301	math	663	619	693	NO	0
2015	10307	math	527	539	608	NO	0
2015	1109011008	math	700	802	730	YES	1
2015	10342	math	632	695	673	YES	1
2015	10191	math	632	801	730	YES	1
2015	10261	math	810	805	819.5	NO	0
2015	10437	math	571	855	597	YES	1
2015	10429	math	649	634	671	NO	0
2015	10439	math	753	774	762.5	YES	1
2015	10066	math	806	840	837	YES	1
2015	10062	math	747	780	774	YES	1
2015	10211	math	712	728	736	NO	0
2015	10428	math	805	775	815	NO	0
2015	10365	math	683	745	708	YES	1
2015	10421	math	728	802	736.5	YES	1
2015	10254	math	659	698	706	NO	0
2015	10410	math	748	635	755.5	NO	0
2015	10122	math	751	770	779	NO	0
2015	10305	math	726	844	747	YES	1
2015	10241	math	824	914	848	YES	1
2015	10045	math	615	710	730	NO	0
2015	10341	math	925	998	935	YES	1
2015	10427	math	598	492	624	NO	0
			688.711	729.1972			



Math Data Little Rock SIATech 2014-2015

Below is a paired data t-test on the Baseline and Growth testing score values for the students during the 2014-2015 school year. The pairing shows a statistically significant finding in the increase in the mean scores by approximately 40.5 points with p<.001.

```
T-TEST PAIRS=Baseline WITH Growth (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

```
[DataSet1]
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Baseline	688.7110	218	105.88314	7.17131
	Growth	729.1972	218	114.14883	7.73113

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Baseline & Growth	218	.717	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Baseline - Growth	-40.48624	83.08899	5.62750	-51.57779	-29.39469	-7.194	217	.000

SITE: Little Rock Date Submitted: 7/1/2012-6/30/2013

Student Name (in alphabetical Order)	Student ID (Power School)	Baseline Score (1 - 4)	Growth Score (1 - 4)
[redacted]	1109008927	1	3
	1109008915	2	3
	1109009661	2	4
	1109009669	3	3
	1109010055	3	3
	1109009499	3	4
	1109009142	1	2
	1109010045	3	4
	1109010402	2	4
	1109010488	2	2
	1109010312	2	2
	1109010533	3	3
	1109008938	2	4
	1109009498	4	3
	1109010036	3	3
	1109010329	2	2
	1109010457	2	4
	1109010796	2	4
	1109010714	2	3
	1109010445	3	3
	1109010842	2	2
	1109010715	2	3
	1109009622	2	2
	1109009797	3	3
	1109010232	2	2
	1109010492	2	0
	1109010555	2	3
	1109010390	2	2
	1109010231	2	3
	1109010456	2	4
	1109010552	2	3
	1109010660	3	0

SIATECH Writing Assessment Cover Sheet

SITE: Little Rock Date Submitted: 7/1/2013-6/30/2014

Student Name (in alphabetical Order)	Student ID (Power School)	Baseline Score (1 - 4)	Growth Score (1 - 4)
[redacted]	1109010874	2	2
	1109010515	2	2
	10056	2	3
	1109009753	2	4
	1109010809	3	4
	1109010628	2	4
	1109010629	3	4
	1109010748	2	3
	10026	3	4
	1109010717	2	3
	1109010798	3	3
	1109011073	4	4
	1109010872	2	3
	1109010803	2	3
	1109010647	2	4
	1109010939	3	3
	1109010716	2	4
	1109010802	2	3
	1109010648	2	4
	1109011028	2	4
	1109010792	2	2
	10052	2	3
	10033	3	3
	1109010871	3	4
	1109010393	2	3
	10099	3	4
	10098	3	3
	10063	2	4
	10087	1	3
	10055	2	3
	10136	3	4
	10140	4	4

SIATECH Writing Assessment Cover Sheet

SITE: Little Rock Date Submitted: 7/1/2013-6/30/2014

[redacted]	1109009986	1	2
	10054	4	3
	10121	3	3
	10135	2	3
	10115	2	4
	1109010790	2	3
	10067	2	2
	10017	0	4
	10156	2	4
	10178	4	3
	1109008976	3	4
	10146	4	3
	10046	4	4
	10199	4	4
	10184	3	4
	1109011074	0	4
	10196	3	3
	10013	0	4
	10229	3	4

SIATECH Writing Assessment Cover Sheet

SITE: Little Rock Date Submitted: 7/1/2014-6/30/2015

Student Name (in alphabetical Order)	Student ID (Power School)	Baseline Score (1 - 4)	Growth Score (1 - 4)
[redacted]	10276	2	4
	10183	3	3
	10201	2	2
	10289	3	4
	10325	2	3
	10264	3	2
	10257	3	3
	10202	2	2
	10160	3	3
	10166	3	3
	10205	3	4
	10334	3	3
	10171	2	2
	10029	4	3
	10321	3	3
	10300	2	2
	10309	2	3
	10242	2	3
	10361	4	4
	10352	3	2
	10389	4	3
	10435	3	3
	10399	3	4
	10424	4	4
	10440	4	4
	10443	4	4

SIATech Statistical Growth Model Specifications

by

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This paper describes two statistical growth models that were developed for SIATech schools by *The Value-Added Analysis Network* to measure student learning growth for school accountability.

Model #1: Value-Added Analysis

Value-added analysis describes a variety of statistical models that are used to estimate the longitudinal progress in a student's academic performance over time (Rubin, Stuart & Zanutto, 2004). The fundamental idea of value-added is that schools are responsible for increasing every student's learning every year (Callender, 2004; Carey, 2004; Hershberg et al., 2004).

Central to all value-added statistical models is the estimation of expected growth. That is, based on where each student starts each year, how much learning or "value" is the school expected to produce. At the end of the year, if the student has achieved expected growth, he or she has made "value-added". Conversely, a student that exhibits less than expected growth has received a less effective education (Hershberg et al., 2004).

In order to produce value-added analysis estimates, there is general agreement that the achievement tests used in the analysis must be reliable, valid, and administered at least annually (Goldshmidt, Choi & Martinez, 2004; Meyer, 1996; Stone, 1999). Furthermore, Goldshmidt et al. (2004) found that the use of scaled scores in value-added formulas provided more consistent results than the use of other test metrics (e.g., National Percentile Rank, NCE scores, or Performance Levels).

SIATech's Value-Added model employed hierarchical linear regression, a statistical technique where data has a hierarchically nested structure. Ignoring the nested structure of the data gives rise to a well-known problem – misleadingly small standard errors for estimates (see Seltzer, 2004; Raudenbush & Bryk, 2001; Snijders & Bosker, 1999). This problem is attributed to ignoring the certain degree of dependency or similarity among observations nested within a site. Attending to this problem, we specify the following 2-level hierarchical model given that students are nested within schools. The outcome each year is the Spring *Renaissance Learning* STAR norm referenced test. We use the scaled score for reading (i.e., Y_{2ij}) and math. In the following level-1 (between-students; within-school) model, the outcome is modeled as a function of prior test score (i.e., Y_{1ij}, reading test score at Fall). The prior test score is used as a covariate in order to adjust for student's initial status.

$$Y_{2ij} = \beta_{0j} + \beta_{1j}(Y_{1ij} - Y_{1..}) + \varepsilon_{ij} \qquad \varepsilon_{ij} \sim N(0, \sigma^2) \qquad (1)$$

Note that the prior test score is centered on the grand mean. Analogous to ANCOVA, this centering method makes the initial status difference adjusted. Thus, β_{0j} represents the adjusted mean reading score for school *j*. Level-1 error, ε_{ij} is assumed to be normally distributed with mean 0 and its variance σ^2.

In the following level-2 (between-school) model, each school's adjusted mean is modeled as a function of prior test mean.

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(Y_{1.j} - Y_{1..}) + u_{0j} \qquad u_{0j} \sim N(0, \tau_{00}) \qquad (2a)$$
$$\beta_{1j} = \gamma_{10} + u_{1j} \qquad u_{1j} \sim N(0, \tau_{10}) \qquad (2b)$$

The prior test score mean is also used as a covariate and centered round the grand mean prior test score. As such, the value-added estimate for school *j*, is based on adjustment of student's initial status and school's initial status in terms of prior test score. The value-added estimate for school *j* is the random effect, u_{0j}. The standard error of this quantity is estimated by $[(\tau_{00})^{-1} + n_j\sigma^{-2}]^{-1/2} = [(\sigma^2\tau_{00})/(\sigma^2 + n_j\tau_{00})]^{1/2}$.

The following figure helps one understand how to interpret estimates from this model.

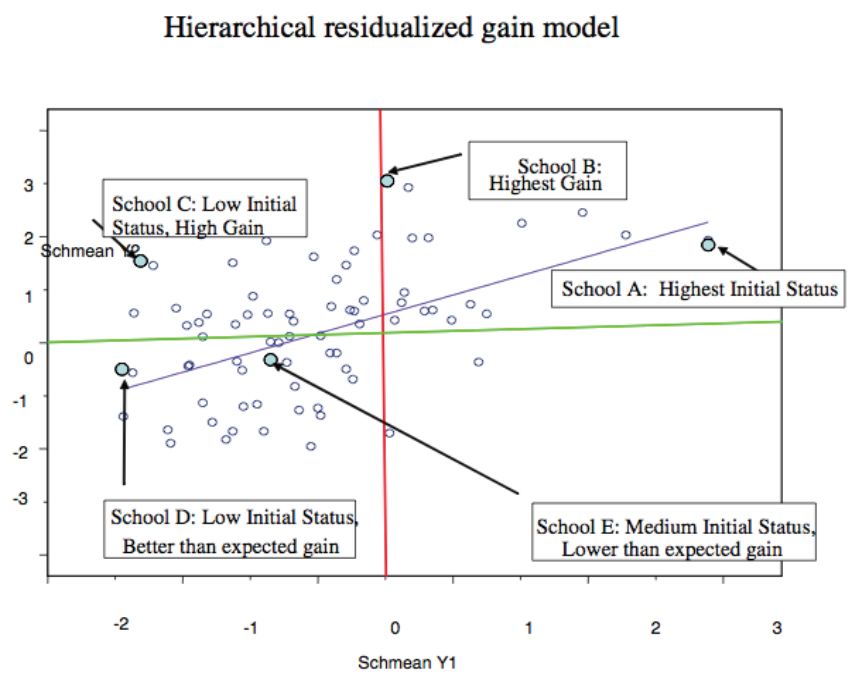

Figure 1. Hierarchical residualized gain model

As can be seen in Figure 1, the expected growth is the regression line. School B is the largest positive residual gain, while School A is the largest negative residual gain. The vertical and horizontal lines represent standardized district average Y1, and standardized district average Y2, respectively.

After analyzing and discussing SIATech's value-added model results with SIATech leadership, we determined that the counterfactual of the model was problematic. A counterfactual is the average growth of all schools within the sample. If a school has a higher value-added estimate than the counterfactual, then the school is determined to be effective. Conversely, if a school's value-added estimate is lower than the counterfactual, the school is considered not effective. It is important to note that the counterfactual in this model is the average school growth estimation derived from all SIATech schools for both reading and mathematics.

Counterfactuals in value-added models are affected by sample size, and with the limited number of SIATech schools in our analysis (e.g., 18) this issue was of particular concern. Only using SiaTech schools in a VAM analysis results in 68 percent of schools (within 1SE) exhibiting adequate growth, 17 percent high growth, and 17 percent low growth. Moreover, what if the average growth in SIATech schools was extremely high? Then, adequately growing schools may be labeled as not growing. Similarly, what if the average growth in SIATech schools was low? Then, inadequately growing schools may be labeled as growing. For these reasons, SIATech's leadership asked *The Value-Added Analysis Network* to develop a Growth to Standard model that would ameliorate the counterfactual issue.

Model #2: SIATech's Growth to Standard Model provides school and grade level growth estimates using the national norms of the *Renaissance Learning STAR* standardized test to determine expected growth in reading and mathematics. In this model, expected growth is defined as reducing the gap between each student's current performance level and the scaled score that marks Proficient performance in 11th grade for reading and mathematics (e.g., approximately the 70th percentile at 11th grade). Students that remain in SIATech schools for longer periods of time are expected to make more progress towards reducing the gap between their current performance and the scaled score at the Proficient level.

For example, a student that remains at SIATech for less than 60 days (the equivalent of 1/3rd of a regular academic year) is required to reduce the gap between his initial scaled score, and the Proficient scaled score by 5 percent. Students at SIATech for 60 to 120 days are expected to reduce the gap by 15 percent; 120 and 240 days equates to a 25 percent gap reduction; 240 to 360 days is a 30 percent gap reduction, and students enrolled for over 360 days, SIATech expects a 50 percent gap reduction to Proficient status.

This model eliminates the counterfactual, because now each SIATech student's growth is compared against a national norm on a vertically scaled assessment. Finally, for students with initial scaled scores above the proficient level, SIATech expects them to reduce the gap between their scaled scores and the 90th percentile in the 11th grade.

In SIATech's growth to standard model, a student's normative growth expectation is labeled, $\underline{\alpha_i}$. Next, we specify a formula which measures how much the test score at time = 2 (Y_{2i}) is larger or smaller compared to the normative growth expectation. The formula is as follows:

$$\Delta_i = \left[\left(\frac{Y_{2i}}{\alpha_i}\right) \times 100\right] - 100 \qquad (1)$$

This formula represents the ratio of the test score at time = 2 over the normative growth expectation. Each school's growth estimate (δ_j) can be obtained by the average of individual student's Δ_i as presented by the following equation (2).

$$\delta_j = \left\{\sum_{i=1}^{n_j}\left[\left(\frac{Y_{2i}}{\alpha_i}\right) \times 100\right] - 100\right\} \Big/ n_j \qquad (2)$$

The standard error of δ_j is estimated by in equation (3).

$$\frac{1}{\mu_{\alpha_i}}\left(\sigma^2_{\alpha_i}\frac{\mu^2_{Y_{2i}}}{\mu^2_{\alpha_i}} + \sigma^2_{Y_{2i}} - 2\rho\,\sigma_{\alpha_i}\sigma_{Y_{2i}}\frac{\mu_{Y_{2i}}}{\mu_{\alpha_i}}\right) \qquad (3)$$

For grade level k in school j's growth estimate (δ_{jk}) can be similarly obtained by the average of individual student's Δ_i in grade k in school j as presented in equation (4).

$$\delta_{kj} = \left\{\sum_{i=1}^{n_{kj}}\left[\left(\frac{Y_{2i}}{\alpha_i}\right) \times 100\right] - 100\right\} \Big/ n_{kj} \qquad (4)$$

Conclusion

Statistical growth models make it possible to evaluate and compare the quality of schools that have widely different student populations. This is a marked departure from conclusions drawn from studies that claimed to show that a student's socioeconomic status and demographics, rather than teachers and schools, have the most impact on his or her achievement (Bracey, 2004).

With that said, methodological challenges remain when implementing statistical growth models. SIATech, in our opinion, correctly opted not to employ a value-added analysis model. VAM models are not appropriate for small school districts and small Charter Management Organizations that only use data from their own schools, because the limited sample size may not accurately depict their growth due to the counterfactual. For this reason, SIATech implemented a growth to standard model that compared student's growth to a national norm, and set differential growth expectations based on how long each student remained in SIATech schools.

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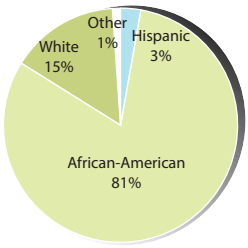
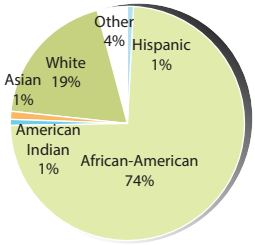
SIATech Little Rock | Annual Report 2011-15
Graduation Rate | Student Ethnicity | Exited Student Data | Value Added Analysis
Page 1

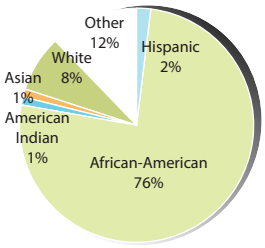
Gap Data



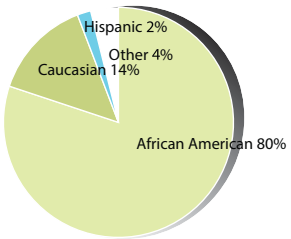
student ethnicity
Students who exited in the 2011-12 school year (n = 260)



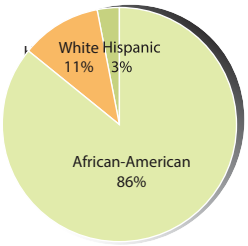
student ethnicity
Students who exited in the 2012-13 school year (n = 181)



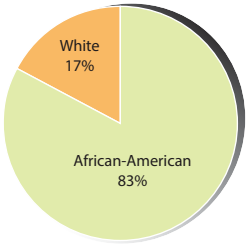
student ethnicity
Students who exited in the 2013-14 school year (n = 176)



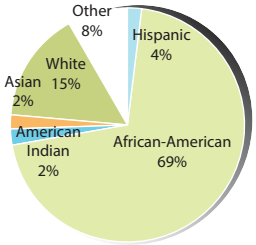
student ethnicity
Students who exited in the 2014-15 school year (n = 206)



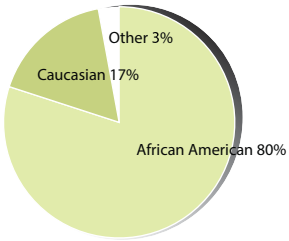
graduate ethnicity
Students who exited in the 2011-12 school year (n = 35)



graduate ethnicity
Students who exited in the 2012-13 school year (n = 46)



graduate ethnicity
Students who exited in the 2013-14 school year (n = 53)



graduate ethnicity
Students who exited in the 2014-15 school year (n = 35)

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.

   If the open-enrollment charter school becomes over-subscribed, meaning more students apply for admission than can be accommodated given the enrollment cap, the charter school will hold one annual random and public lottery. The results of the lottery will be used to fill the open seats and populate a waitlist to remain in use for the duration of the school year. Any students that apply for admission after the lottery has been conducted will be added to the end of the waitlist in the order in which they apply. All admissions policies and procedures used, including the time and location of the lottery, will be advertised to the public.

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 involuntary 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.

Katie Hatley Tatum

Signature of Charter Leader

December 17, 2015

Date

Principal

Printed Name/Position

ESEA Information and Letter Grade Report

2015 ESEA SCHOOL REPORT

District: SIATECH LITTLE ROCK CHARTER
School: SIATECH HIGH CHARTER
Grade: 9 - 12
Enrollment: 152

Superintendent: KATIE TATUM
Principal: KATIE TATUM
Attendance: 62.99
Poverty Rate: 57.24

LEA: 6052703
Address: 6724 Interstate 30
Address LITTLE ROCK, AR 72209
Phone (501) 562-1850

OVERALL SCHOOL STATUS: **2015 NEEDS IMPROVEMENT PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS: **NEEDS IMPROVEMENT**

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	22	33	66.67	16	58	27.59
Targeted Achievement Gap Group	16	22	72.73	12	38	31.58
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	18	28	64.29	11	46	23.91
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	4	10	40.00
Economically Disadvantaged	16	22	72.73	12	38	31.58
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	n < 10	n < 10	n < 10	21.47
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	16.32
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	n < 10	n < 10	n < 10	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	n < 10	n < 10	n < 10	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	n < 10	n < 10	n < 10	12.09
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	8.91
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	n < 10	n < 10	n < 10	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: **NEEDS IMPROVEMENT**

ESEA Flexibility Indicators	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2014 AMO**	**90TH PCTL**
All Students	18	102	17.65	39.40	94.00
Targeted Achievement Gap Group	10	65	15.38	43.24	94.00
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2014 AMO**	**90TH PCTL**
All Students	49	218	22.48	39.40	94.00
Targeted Achievement Gap Group	31	142	21.83	43.24	94.00
ESEA Subgroups	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2014 AMO**	
African American	13	83	15.66	41.89	
Hispanic	n < 10	n < 10	n < 10	30.00	
White	3	13	23.08	30.00	
Economically Disadvantaged	10	63	15.87	44.41	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	30.00	

2015 ESEA SCHOOL REPORT

District:	SIATECH LITTLE ROCK CHARTER	**Superintendent:**	KATIE TATUM	**LEA:**	6052703
School:	SIATECH HIGH CHARTER	**Principal:**	KATIE TATUM	**Address:**	6724 Interstate 30
Grade:	9 - 12	**Attendance:**	62.99	**Address**	LITTLE ROCK, AR 72209
Enrollment:	152	**Poverty Rate:**	57.24	**Phone**	(501) 562-1850

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	31
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

District:	SIATECH LITTLE ROCK CHARTER	**Superintendent:**	KATIE TATUM		Report created on: 10/29/2014
School:	SIATECH HIGH CHARTER	**Principal:**	KATIE TATUM		
LEA:	6052703	**Grade:**	9 - 12		**% Prof/Adv.**
Address:	6900 SCOTT HAMILTON DR.	**Enrollment:**	92	**2014 Math + Literacy**	
Address:	LITTLE ROCK, AR 72209	**Attendance:**	84.81	**2013 Math + Literacy**	8.7
Phone:	501-562-1850	**Poverty Rate:**	88.04	**2012 Math + Literacy**	0.0

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	28	32	87.50	58	63	92.06
Targeted Achievement Gap Group	12	15	80.00	30	31	96.77
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	20	23	86.96	48	51	94.12
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	12	15	80.00	30	31	96.77
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	n < 10	n < 10	n < 10	20.00	91.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	20.00	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	2	61	3.28	20.00	91.00
Targeted Achievement Gap Group	2	58	3.45	20.00	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	20.00	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	20.00	
Economically Disadvantaged	n < 10	n < 10	n < 10	20.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students		14		20.00	92.00
Targeted Achievement Gap Group		10		20.00	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3	59	5.08	20.00	92.00
Targeted Achievement Gap Group	3	46	6.52	20.00	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American		14		20.00	
Hispanic	n < 10	n < 10	n < 10	20.00	
White	n < 10	n < 10	n < 10	20.00	
Economically Disadvantaged		10		20.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	11	91	12.09	30.74	94.00
Targeted Achievement Gap Group	8	62	12.90	35.14	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	31	116	26.72	30.74	94.00
Targeted Achievement Gap Group	21	77	27.27	35.14	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	8	65	12.31	33.58	
Hispanic	n < 10	n < 10	n < 10	20.00	
White	2	19	10.53	20.00	
Economically Disadvantaged	8	62	12.90	36.47	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	20.00	

District:SIATECH LITTLE ROCK CHARTER
School:SIATECH HIGH CHARTER
LEA:6052703
Address:6900 Scott Hamilton Dr.
Little Rock, AR 72209
Phone:501-562-1850

Superintendent:Katie Tatum
Principal:Katie Tatum
Grades:09-12
Enrollment:124
Attendance (3 QTR AVG):86.66
Poverty Rate:97.58

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	35	67	52.24	30	44	68.18
Targeted Achievement Gap Group	35	67	52.24	29	43	67.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	30	58	51.72	24	37	64.86
Hispanic						
White						
Economically Disadvantaged	35	67	52.24	29	43	67.44
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1	28	3.57	10.00	91.00
Targeted Achievement Gap Group	1	28	3.57	10.00	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1	54	1.85	10.00	91.00
Targeted Achievement Gap Group	1	53	1.89	10.00	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	0	24	0.00		
Hispanic					
White					
Economically Disadvantaged	1	28	3.57		
English Language Learners					
Students with Disabilities					

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	3	18	16.67	10.00	92.00
Targeted Achievement Gap Group	3	18	16.67	10.00	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	3	45	6.67	10.00	92.00
Targeted Achievement Gap Group	3	36	8.33	10.00	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	2	15	13.33		
Hispanic					
White					
Economically Disadvantaged	3	18	16.67		
English Language Learners					
Students with Disabilities					

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: _____

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	9	67	13.43		94.00
Targeted Achievement Gap Group	7	37	18.92		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	9	67	13.43		94.00
Targeted Achievement Gap Group	7	37	18.92		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	9	53	16.98		
Hispanic					
White	0	12	0.00		
Economically Disadvantaged	7	34	20.59		
English Language Learners					
Students with Disabilities					

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	SIATECH LITTLE ROCK CHARTER	Superintendent:	Katie Tatum
School:	**SIATECH HIGH CHARTER**	Principal:	Katie Tatum
LEA:	6052703	Grades:	09 - 12
Address:	6900 Scott Hamilton Drive	Enrollment:	168
	Little Rock, AR 72209	Attendance Rate:	89.18% (3 QTR AVG)
Phone:	501-562-1850	Poverty Rate:	100.00%

Needs Improvement School

Needs Improvement School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	71	NO(54%)	109	NO(67%)
Targeted Achievement Gap Group	70	NO(53%)	100	NO(64%)
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	51	NO(59%)	80	NO(64%)
Hispanic	n < 10	n < 10	n < 10	n < 10
White	15	NO(40%)	21	NO(67%)
Economically Disadvantaged	70	NO(53%)	100	NO(64%)
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Needs Improvement School in Literacy						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	26	0.00	75.51	27	0.00	78.31
Targeted Achievement Gap Group	25	0.00	67.42	18	0.00	71.33
	Three Year Literacy			Three Year Math		
All Students	26	0.00	75.51	27	0.00	78.31
Targeted Achievement Gap Group	25	0.00	67.42	18	0.00	71.33
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	20	0.00	59.75	14	0.00	60.59
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	25	0.00	68.34	18	0.00	71.79
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 School Letter Grade Detail Report

School Letter Grade

F

89 Points Earned

6052703 - SIATECH HIGH CHARTER
6052700 - SIATECH LITTLE ROCK CHARTER

Grade Range: 9 - 12 **Superintendent:** KATIE TATUM **Principal:** KATIE TATUM

	School Statistics	District Statistics	State Statistics
Enrollment	92	92	471867
Econ. Disadvantaged	88.04%	88.04%	60.3%
Proficient/Advanced Literacy	14.29%	14.29%	76.55%
Proficient/Advanced Math	%	%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	3	9	0	12
Basic (0.25)	3	5	2	8
Proficient (1.0)	0	0	0	0
Advanced (1.25)	1	0	1.25	1
Totals			3.25	21

Weighted Performance Points Earned = (3.25/21)*100 = 15.48

Component Two: School Improvement with ESEA Options

Number of Targets Met: 0 | Number of Targets: 4 | School Improvement Points Earned: 55

	Literacy	Math	Graduation Rate
All Students	N	N	N
Targeted Achievement Gap Group (TAGG)	NA	NA	N

# Possible Targets:	Number of Targets Met: 0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Three: Graduation Rate

Graduation Rate for All Students	12.09%
Points Earned from Graduation Rate for All Students	12.09

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)				Graduation Rate Gap			
Non-TAGG Proficiency Rate:	NA	TAGG Proficiency Rate:	NA	Non-TAGG Graduation Rate:	10.34	TAGG Graduation Rate:	12.90
Gap Size:		N < 25		Gap Size:		-2.56	
Adjustment:		0		Adjustment:		6	

	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools with Graduation Rate	Overall School Score = (Weighted Perf. + Gap Adj.) + (Improvement) + (Grad Rate + Gap Adj.)
Score for This School	(15.48 + 0) + (55) + (12.09 + 6) = 89

Point Ranges for Grades

A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

Districts with Similar Demographic Data

SIA Tech 2015 PARCC Score Comparisons to Schools with Similar Demographics												
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free & Reduced	Grade Low	Grade High	Literacy All	Lit EconDis	Math All	Math EconDis
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	1507036	MORRILTON SR. HIGH SCHOOL	668	371	55.54%	09	12	27.27%	20.88%	3.80%	3.23%
5703000	MENA SCHOOL DISTRICT	5703012	MENA HIGH SCHOOL	549	307	55.92%	09	12	26.98%	22.15%	15.63%	11.81%
7001000	EL DORADO SCHOOL DISTRICT	7001012	EL DORADO HIGH SCHOOL	1322	740	55.98%	09	12	33.98%	20.87%	19.96%	8.98%
6606000	MANSFIELD SCHOOL DISTRICT	6606062	MANSFIELD HIGH SCHOOL	294	166	56.46%	09	12	41.13%	36.25%	21.88%	19.75%
1611000	NETTLETON SCHOOL DISTRICT	1611042	NETTLETON HIGH SCHOOL	876	500	57.08%	09	12	40.37%	29.49%	30.11%	19.75%
6052700	SIATECH LITTLE ROCK CHARTER	6052703	SIATECH HIGH CHARTER	152	87	57.24%	09	12	0.00%	0.00%	0.00%	0.00%
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003125	WILBUR D. MILLS HIGH SCHOOL	676	388	57.40%	09	12	18.97%	13.64%	2.71%	2.02%
7208000	WEST FORK SCHOOL DISTRICT	7208062	WEST FORK HIGH SCHOOL	396	228	57.58%	09	12	33.70%	15.46%	15.26%	7.69%
7204000	GREENLAND SCHOOL DISTRICT	7204028	GREENLAND HIGH SCHOOL	276	161	58.33%	09	12	26.19%	20.99%	10.58%	11.43%
0802000	EUREKA SPRINGS SCHOOL DISTRICT	0802007	EUREKA SPRINGS HIGH SCHOOL	200	117	58.50%	09	12	50.54%	33.93%	28.75%	19.61%
4003000	STAR CITY SCHOOL DISTRICT	4003016	STAR CITY HIGH SCHOOL	488	286	58.61%	09	12	29.82%	20.15%	20.27%	9.16%

SIA Tech 2015 PARCC Score Comparisons to Little Rock High Schools*												
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free & Reduced	Grade Low	Grade High	Literacy All	Lit EconDis	Math All	Math EconDis
6001000	LITTLE ROCK SCHOOL DISTRICT	6001001	CENTRAL HIGH SCHOOL	2489	1238	49.74%	09	12	47.87%	29.83%	20.43%	11.50%
6052700	SIATECH LITTLE ROCK CHARTER	6052703	SIATECH HIGH CHARTER	152	87	57.24%	09	12	0.00%	0.00%	0.00%	0.00%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001005	PARKVIEW MAGNET HIGH SCHOOL	1033	611	59.15%	09	12	57.85%	50.96%	23.08%	21.22%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	916	761	83.08%	09	12	17.46%	16.32%	6.53%	5.57%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	1189	1013	85.20%	09	12	17.11%	16.54%	4.18%	3.59%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	906	799	88.19%	09	12	15.92%	15.00%	3.63%	2.92%

*this comparison is offered to provide an urban high school context

Charter School/Surrounding District Enrollment Comparison

SIATech Charter School

2015-2016 Enrollment Percentages

Two or More Races	1.21%
Asian	0.60%
Black	90.36%
Hispanic	1.20%
Native American/Native Alaskan	0.00%
Native Hawaiian/Pacific Islander	0.00%
White	6.63%

2014-2015 Student Status Enrollment Percentages

Free/Reduced	57.24%
Special Education	2.63%
LEP	0.00%
Title I	0.00%

Little Rock School District

2015-2016 Enrollment Percentages

Two or More Races	1.17%
Asian	2.45%
Black	65.06%
Hispanic	13.49%
Native American/Native Alaskan	0.24%
Native Hawaiian/Pacific Islander	0.05%
White	17.55%

2014-2015 Student Status Enrollment Percentages

Free/Reduced	74.90%
Special Education	11.79%
LEP	11.53%
Title I	79.04%

SIATech

Resident District Information

Resident District LEA	Resident District Description	Total Enrollment
6001000	LITTLE ROCK SCHOOL DISTRICT	128
6002000	N. LITTLE ROCK SCHOOL DISTRICT	27
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	10
6303000	BRYANT SCHOOL DISTRICT	2
4304000	CABOT SCHOOL DISTRICT	2
6302000	BENTON SCHOOL DISTRICT	1
2301000	CONWAY SCHOOL DISTRICT	1
6201000	FORREST CITY SCHOOL DISTRICT	1
3505000	PINE BLUFF SCHOOL DISTRICT	1
2705000	SHERIDAN SCHOOL DISTRICT	1

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: February 4, 2016

TO: Charter Authorizer

FROM: ADE Legal Services Staff

SUBJECT: Desegregation Analysis of Amendment Request for SIATech High Charter School

I. INTRODUCTION

In 2011, the State Board of Education (State Board) approved the application of New Education for the Workforce, Inc. to operate the SIATech High Charter School. The SIATech Charter School is approved for grades nine through twelve (9-12) and has a maximum enrollment of 275 students. The school requests that renewal of its charter be granted for a five-year period.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any … act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter renewal has been received.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2015, for the three traditional public school districts in Pulaski County and the open-enrollment charter schools in Pulaski County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	272	567	15,070	3,124	66	4,065	23,164
	1.17%	2.45%	65.06%	13.49%	0.28%	17.55%	--
N. Little Rock School District	57	88	4,974	680	31	2,583	8,413
	0.68%	1.05%	59.12%	8.08%	0.37%	30.70%	--
Pulaski Co. Spec. School District	557	341	7,220	1,248	87	7,109	16,562
	3.36%	2.06%	43.59%	7.54%	0.53%	42.92%	--
DISTRICT TOTAL	**886**	**996**	**27,264**	**5,052**	**184**	**13,757**	**48,139**
	1.84%	**2.07%**	**56.64%**	**10.49%**	**0.38%**	**28.58%**	**--**
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	27	123	60	10	663	853
	0.0%	3.2%	14.4%	7.0%	1.2%	77.7%	--
Capitol City Lighthouse (NLRSD)	2	0	273	15	2	5	297
	0.7%	0.0%	91.9%	5.1%	0.7%	1.7%	--
Covenant Keepers (LRSD)	0	0	98	72	0	1	171
	0.0%	0.0%	57.3%	42.1%	0.0%	0.6%	--
E-Stem (LRSD)	46	45	658	84	3	626	1,462
	3.1%	3.1%	45.0%	5.7%	0.2%	42.8%	--
Exalt Academy (LRSD)	0	0	128	102	0	3	233
	0.0%	0.0%	54.9%	43.8%	0.0%	1.3%	--
Jacksonville Lighthouse (PCSSD)	1	16	555	94	8	330	1,004
	0.1%	1.6%	55.3%	9.4%	0.8%	32.9%	--
Lisa Academy (LRSD/NLRSD)	22	186	562	247	19	489	1,525
	1.4%	12.2%	36.9%	16.2%	1.2%	32.1%	--
LR Prep Academy (LRSD)	0	0	381	46	0	3	430
	0.0%	0.0%	88.6%	10.7%	0.0%	0.7%	--
Premier High School (LRSD)	0	0	98	4	0	14	116
	0.0%	0.0%	84.5%	3.4%	0.0%	12.1%	--
Quest LR Middle School (LRSD)	0	20	45	16	4	146	231
	0.0%	8.7%	19.5%	6.9%	1.7%	63.2%	--
Rockbridge Montessori (LRSD)	5	0	56	2	0	48	111
	4.5%	0.0%	50.5%	1.8%	0.0%	43.2%	--
SIATech Little Rock (LRSD)	0	1	150	2	0	11	166
	0.0%	0.6%	90.4%	1.2%	0.0%	6.6%	--
CHARTER TOTAL	**76**	**295**	**3,127**	**744**	**46**	**2,339**	**6,599**
	1.2%	**4.5%**	**47.4%**	**11.3%**	**0.7%**	**35.4%**	**--**
COUNTYWIDE TOTAL	**962**	**1,291**	**30,391**	**5,796**	**230**	**16,096**	**54,738**
	1.8%	**2.4%**	**55.5%**	**10.6%**	**0.4%**	**29.4%**	

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.,* Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to "achieve a system of determining admission to the public schools on a non-racial basis." *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (*quoting Brown v. Board of Education,* 349 U.S. 294, 300-301 (1955)).

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District,* 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District,* Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District,* 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District,* Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas,* 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because SIATech draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively

affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

> [I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1,* 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.,* at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting the renewal will negatively affect PCSSD's efforts to achieve full unitary status.

However, it is difficult to conclude, from data currently available, that renewal of the charter school is motivated by an impermissible intent to segregate schools, or that renewal would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

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.

SIATech Little Rock Charter High School (SIATech) is applying for the renewal of its current charter. SIATech expects to obtain most of its students from within the boundaries of the Little Rock School District (LRSD), including many students who have dropped out of the traditional school district setting and are currently not in attendance at any type of educational institution. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed charter renewal would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation
SIATech is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter renewal would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, SIATech has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. Little Rock School District, et al v. Pulaski County Special School District, et. a.l, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the "1989 Settlement Agreement") under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations. LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD's motion, stating: "The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and Mto-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation."
Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals. One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of the pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, SIATech's proposed charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that SIATech's proposed charter renewal could impact LRSD's unitary status. To be clear, SIATech's proposed charter renewal cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD

Exhibit A

made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Charter Renewal

According to the 2015-2016 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. SIATech's 2015-2016 school year enrollment figure of 166 students would constitute approximately seven tenths (7/10) of one (1) percent of the total LRSD population. Under Ark. Code Ann. §6-23-306(6)(A), SIATech must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, SIATech will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools. For the 2015-2016 school year, 150 of SIATech's student population is African-American (90.4%) and 11 students are Caucasian (6.7%).

In addition, Ark. Code Ann. §6-23-106 requires that SIATech's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, SIATech's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

SIATech submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested charter renewal for an open-enrollment public charter school in Pulaski County.

Exhibit A

Little Rock Preparatory Academy Summary

Little Rock Preparatory Academy

CURRENT DATA

Maximum Enrollment	432
Approved Grade Levels	K-8
Grades Served 2015-2016	K-8

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	381
Hispanic	46
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	3
Total	**430**

2015-2016 Enrollment by Grade

Kindergarten	51
1st Grade	62
2nd Grade	50
3rd Grade	54
4th Grade	43
5th Grade	52
6th Grade	43
7th Grade	42
8th Grade	33

2015-2016 Student Status Counts

Migrant	0
LEP	5
Gifted & Talented	0
Special Education	21
Title I	194
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
219.18	218.63	212.38	175.78

BACKGROUND

Authorized November 3, 2008
Contract Expiration June 30, 2016

Amendment Request Considered and APPROVED May 16, 2011
Add grades K-4
Waiver of Standards for Accreditation 10.02

Amendment Request Considered and DENIED May 16, 2011
Add Exalt Education as the charter management organization

Amendment Request Considered and APPROVED June 11, 2012

Relocation of middle school

Waivers of:

6-13-601 et seq. District Boards
6-14-101 et seq. School Elections
6-17-201 et seq. Personnel policies
6-17-301 Certified personnel
6-17-1501 et seq. Teacher Fair Dismissal
6-17-1701 et seq. Public School Employee Fair Hearing Act

Amendment Request Considered and APPROVED May 13, 2013

Relocation

Renewal Request February 19, 2014

Charter renewed for three years

Waivers of:

6-13-109 School Superintendent
6-17-17 Noninstructional duties
6-17-427 Superintendent license and mentoring
6-17-2201 et seq. Classified School Employee Minimum Salary Act
6-18-1001 et seq. Public School Student Services Act
6-20-2208(c)(6) Monitoring of expenditures (gifted and talented)
6-42-102 Rules and regulations (gifted and talented)
18.01 and 18.02 Standards for Accreditation
ADE Rules for Gifted and Talented Program Approval
ADE Rules Governing Educator Licensure
Sections 1-7 of Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Designated a Priority School August 31, 2015

Priority Response

Little Rock Preparatory Academy
A Member of the Exalt Education Network

February 3, 2016

VIA EMAIL AND U.S. MAIL
Ms. Alexandra Boyd, Charter School Program Coordinator
Arkansas Department of Education (ADE)
Four Capital Mall
Little Rock, Arkansas 72201-1019

Dear Ms. Boyd:

I am writing to provide the materials that were requested in the letter of notice that you sent to me dated December 18, 2015. This letter provides essential background information on the Middle School Campus of Little Rock Preparatory Academy (LRPA) and contains substantive responses to the nine topics that the Charter Authorizing Panel raised as part of its inquiry into the Middle School's designation as a 1st year, 1st semester Priority School.

LRPA was awarded a charter in 2008 and was restarted under new management in October 2011 after completing its first 2 years of operation. The Priority School designation is based upon LRPA's performance from spring 2012 to spring 2014, a period of dynamic change and growth.

LRPA's mission is to prepare students from underserved communities for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond. LRPA has two campuses, a Primary School and a Middle School, which serve 430 students in grades K-8.

To advance its mission, LPRA serves Central Little Rock, a region with over 23,000 residents. *According to 2010 data, the 7 U.S. Census tracts in Central Little Rock are poorer than 85 percent of all 684 tracts in Arkansas.* Historically, this region has been among the most academically underserved in the state. One hundred percent of LRPA's students qualify for Federal Free and Reduced Lunch.

On behalf of our entire leadership team, I want to thank you and the Authorizing Panel for the opportunity to submit this report. We believe that the Authorizing Panel is seeking to serve Arkansas citizens, the State Legislature, and the State Board of Education by ensuring that the charter law is being upheld. <u>We welcome the accountability that comes with being a public charter school and believe that we must earn the public trust every day by fulfilling our mission.</u>

Sincerely,
Benjamin J. Lindquist
Executive Director

Little Rock Preparatory Academy

A Member of the Exalt Education Network

RESPONSE TO NOTICE OF CHARTER SCHOOL HEARING
EXECUTIVE SUMMARY

Background

Little Rock Preparatory Academy (LRPA) opened for its first year of operation in the 2009-10 year. In its first year, LRPA served approximately 60 students in fifth grade in an educational facility located at 1205 South Schiller Street. This facility, part of Liberty Hill Missionary Baptist Church, was located three blocks from Central High School in the heart of Central Little Rock. In its second year, LRPA enrolled 85 students in grades 5-6 and remained at the same location. The founding director relocated out of state in December 2010.

The Middle School of LRPA (hereinafter called "LRPA – Middle") came under new management in 2011. Under that management, LRPA – Middle began administering the NWEA Measures of Academic Progress (MAP) starting in the 2011-2012 year, which was the baseline year. Since that baseline year, LRPA – Middle has had 3 years to perform under current management, the 2012-13, 2013-14 and 2014-15 years. During that time, LRPA completed its expansion from grades 5-6 to grades 5-8 at a pace of one grade level per year and graduated its first three classes of 8th grade students. In July 2012, LRPA – Middle relocated to a new facility at 4520 South University, which it has leased for the past 3 years.

LRPA's initial charter term ran from July 1, 2009 to June 30, 2014. In February 2014, the Charter Authorizing Panel unanimously approved a three-year charter renewal, which extended LRPA's charter through June 30, 2017. LRPA's leadership expects to seek renewal for a third term in the spring of 2017.

Service Area

LRPA is a community public school that serves the Central Little Rock region, which is bounded by:

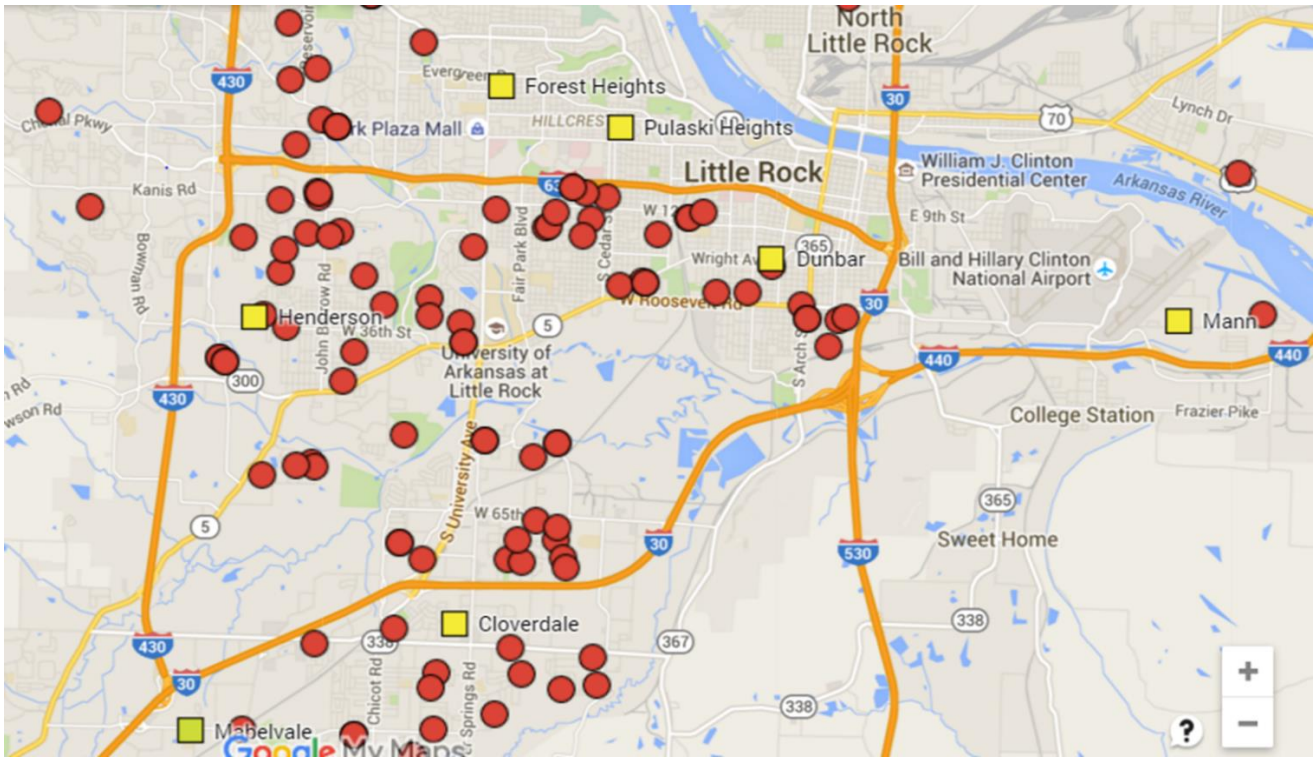
- Interstate 630 to the North,
- Main Street on the East,
- University Avenue to the West, and
- Foursche Creek to the South.

Below, the map of Central Little Rock illustrates the location of the homes of students enrolled in the LRPA Middle School. One thing that sets LRPA apart as an open-enrollment public charter school is our deliberate focus on locating into underserved neighborhoods and serving high need students.

Little Rock Preparatory Academy

A Member of the Exalt Education Network

LRPA Middle School - Enrollment Map



Most families that LRPA serves live in 7 U.S. Census tracts with 23,579 total residents. These tracts are poorer than 85 percent of all tracts in the state of Arkansas (583rd of 684 total tracts) according to 2010 Census data. The median household income is $26,184. The average family size is 3.58 members; only 20.3 percent of residents report being part of a married couple family. Single parent households, high crime and substance abuse are among the challenges to residents.

The families that LRPA serves are likely to have less discretionary income. The median price of a home in the 7 Census tracts is $79,466, which is significantly higher than other Arkansas Census tracts that report similar household income. Thus, it is likely that families in Central Little Rock are spending a higher percentage of their income on housing, which leaves them with less discretionary income than their counterparts in other areas of the state.

The U.S. Census Bureau reports that Arkansas is the 4th poorest state in America. The 7 Central Little Rock tracts are poorer than 85 percent of all tracts in Arkansas with a higher relative cost of housing. Thus, it is no exaggeration to state that LRPA is choosing to serve a target population that is, statistically, among the poorest in the United States. As a charter school, LRPA has the unique flexibility to offer its students services that would be difficult to offer in a district setting.

Little Rock Preparatory Academy

A Member of the Exalt Education Network

An Evolving Value Proposition

Below, the diagram depicts LRPA's 2015-16 value proposition for students. Over the past 4 years, we have expanded this value proposition from "What" to include "How" and "Who." This growth in our offerings is consistent with other high-quality community public schools that serve high poverty populations nationwide, such as the Harlem Children's Zone, KIPP, Uncommon Schools and the Noble Network of Schools. Like LRPA, the leadership of these organizations have found that serving high-poverty, high needs students requires taking an iterative approach to building institutional capacity and sustaining continuous improvement.

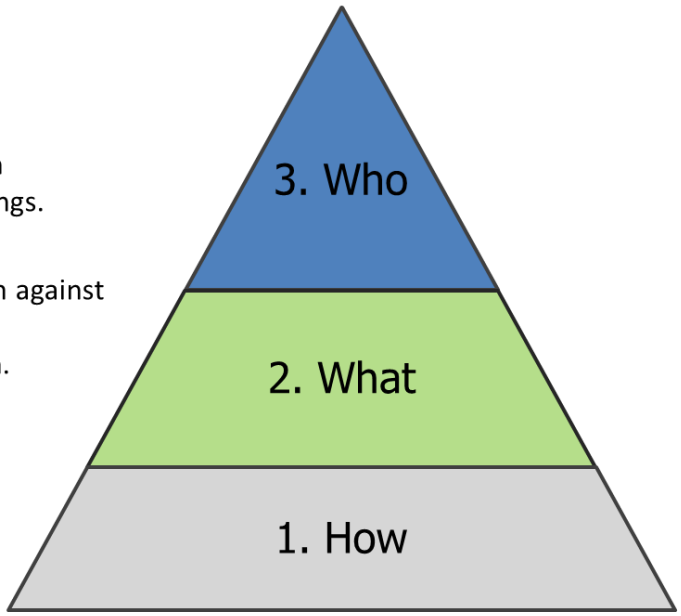
Value Proposition for Students

We care about (1) who our students are becoming; (2) what growth they make with us; and (3) how well we meet their holistic needs.

Who: Our students learn social etiquette & character traits, which shape who they are as human beings.

What: Our students must perform against leading indicators of engagement, behavior and achievement growth.

How: We clear the barriers to learning by addressing students' physical, emotional & social needs.



When LRPA's students enroll, they are typically between two and four grade levels behind academically. Under such conditions, we believe that the primary benchmark of our success must rest on whether or not students are making strong gains in achievement over the time that they are enrolled with us. We are committed to moving students to "Proficient" and "Advanced" levels, but understanding that the reality is that most are entering LRPA scoring at a "Below Basic" level. So the mark of our quality lies in the capacity to enable students to make significant upward progress.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Priority School Reporting

In September 2015, we learned that the Arkansas Department of Education (ADE) had designated the Middle School of LRPA as a Priority School based upon our ACTAAP scores from spring 2012 to spring 2014. For a variety of reasons, this designation comes at a singular time in LRPA's development into an exemplary community public school and in the state of Arkansas' transition to college and career ready standards and new state assessments. Although we are disappointed, we view the designation as an opportunity to examine what we are doing and make improvements with even greater urgency and support.

Since the Commissioner's Priority Schools meeting on September 25, 2015, our team has met with our assigned liaisons at ADE on over 6 different occasions and spent over 100 hours conducting a needs assessment, reporting to our board of trustees, and preparing requested priority school reporting. Over the past 4 months, our work has resulted in the preparation of a 45 day plan for the 1st semester of the 2015-16 year, the completion of a third party analysis of our student achievement gains, and a comprehensive needs assessment. We have pulled the data, analysis and knowledge gained from these exercises into this report.

Aspirations for Students & Families

Overall, our leadership team believes that LRPA – Middle School is doing exactly what public charter schools are intended to do under the state charter law. Specifically, LRPA is:

a) Educating a population of high-need students that would otherwise be the most at-risk of failure in other surrounding schools;
b) Expanding the range of quality public education options available to families;
c) Implementing innovative practices;
d) Equipping teachers to assume greater ownership for student learning; and
e) Having a decisive positive impact on student achievement growth among students.

In making these representations, we do not want to suggest that LRPA is having the transformative impact that we are seeking to have on the students and families that we serve. The reason that the task at hand is so difficult is that, in the act of remaining true to our mission, we have been forced to confront the reality that our students and families must have the benefit of a broad continuum of services and supports. Without addressing students' basic physical and socio-emotional needs, we cannot engage them in focused learning. So fulfilling our mission does not just hinge on assessing student learning frequently and delivering instruction effectively; it requires building the institutional and people capacity to meet a wide array of student and family needs.

Little Rock Preparatory Academy

A Member of the Exalt Education Network

RESPONSE TO NOTICE OF CHARTER SCHOOL HEARING
TABLE OF CONTENTS

This report is designed to provide material that "solely, directly and thoroughly" addresses each of the following requirements:

Section	Requested Information	Page
	Cover Letter	1
	Executive Summary	2-6
I.	An explanation of the ways in which the charter maintains and promotes the legislative intent for charter schools as outlined in Ark. Code Ann. § 6-23-102 and provided in the accompanying document	7-10
II.	An explanation of the ways in which the charter remains innovative while struggling academically	10-15
III.	A brief analysis of the 2015 PARCC data	15-18
IV.	An explanation of plans to improve academic achievement ○ Specific plans implemented in the past with data that demonstrates the results and include a discussion of student performance and growth	19-24
V.	An explanation of plans to improve academic achievement ○ Specific plans for the future that include methods of assessing	24-27
VI.	A discussion of current year-to-date student demographics, discipline, and attendance data	27-32
VII.	A discussion of the achievement of or progress toward the current charter goals with supporting data	33-47
VIII.	An explanation, with supporting data, of the utilization of approved waivers and how those waivers assist in meeting current charter goals	47-55
IX.	A summary of the overall effectiveness of the charter school. ○ Needs assessment	56-63

Little Rock Preparatory Academy
A Member of the Exalt Education Network

RESPONSE TO NOTICE OF CHARTER SCHOOL HEARING
COMPLETE REPORT

I. An explanation of the ways in which the charter maintains and promotes the legislative intent for charter schools as outlined in Ark. Code Ann. § 6-23-102 and provided in the accompanying document

Arkansas Code Annotated 6-23-2012 states the following:

> ***6-23-102. Legislative intent.*** *It is the intent of the General Assembly, by this chapter, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:*
>
> ***(1)*** *Improve student learning;*
> ***(2)*** *Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;*
> ***(3)*** *Encourage the use of different and innovative teaching methods;*
> ***(4)*** *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;*
> ***(5)*** *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and*
> *(6)* *Hold the schools established under this chapter accountable for meeting measurable student achievement standards.*

Consistent with 6-23-102, the Middle School of Little Rock Preparatory Academy (LRPA) *improves student learning* by enabling students to make achievement gains among the top 25 percent in the nation.

In November 2015, the Office of Education Policy (OEP) at the University of Arkansas – Fayetteville completed an independent report on LRPA's achievement gains. The report examined LRPA's performance over the past 3 years from 2012 to 2015. Specifically, it examined one, two and three-year gains on the NWEA Measures of Academic Progress (MAP). The MAP is a valid and reliable nationally normed test that supports the measurement of student gains relative to an extensive national norming population. LRPA has been using the MAP to assess student growth in the fall, winter and spring of each year since the 2011-12 school year. Below are the top 3 findings of the report:

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Top Findings of Independent Third Party Report

1. How does LRPA student growth compare to national student growth? Growth among LRPA students was better than 79% of students nationally in Reading and better than 84% of students nationally in Math.

2. What percentage of a typical gain was made by students in each cohort? Students made 120% of typical gain in Reading and 150% of typical gain in Math.

3. What percentage of students in each cohort meet or exceed typical gains? 63% of students meet or exceed typical gains compared to a national average of 50%. According to Dr. McKenzie and the Northwest Evaluation Association (NWEA), anything above 60 percent is excellent.

These findings are elaborated upon in greater detail under the "Academic Performance" heading in Section II below.

Consistent with 6-23-102, the Middle School of LRPA *increases learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving.* Over the past 4 years, LRPA has accomplished this objective by developing a community public school that serves what has historically been one of the most educationally underserved populations in the State of Arkansas.

One hundred percent of the students at LRPA qualify for the Federal Free & Reduced Lunch Program under the ADE Community Eligibility Provision. Eighty-three percent of students are African American, 15 percent are Latino and 2 percent are White. Over the past 5 years, every one of the neighborhood public schools in Central Little Rock has been designated either a Priority School, Focus School or Academically Distressed School by the Arkansas Department of Education. Rather than establishing schools in other areas of Central Little Rock, LRPA has specifically marketed itself, selected locations, and conducted community outreach with a mission of addressing the need in Central Little Rock.

Consistent with 6-23-2012, the Middle School of LRPA *encourage the use of different and innovative teaching methods.* Nearly every aspect of LRPA's staffing, programs, practices and systems are different and innovative, including:

- Implementing the Illuminate system, which is an integrated formative testing program, behavior management program and student information database;

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- Administering the NWEA Measures of Academic Progress (MAP) three times each year to measure student growth relative to peers nationally;
- Operating 9.0 hours per day for 200 days a year compared to 6.5 hours per day 180 days per year in surrounding schools;
- Providing families with a 50 percent discount on the purchase of uniforms, which includes between 7 and 9 pieces of attire so that students are clothed year-round;
- Implementing Positive Behavior Interventions & Supports (PBIS) as a school-wide behavior management system and CHAMPS as a classroom behavior management system;
- Employing two teachers in each classroom in grades K-4 so that students receive the benefit of 16-to-1 average student-to-teacher ratios in their early years;
- Using performance dashboards to facilitate continuous improvement, which span over 21 different leading indicators of student engagement, behavior & learning.

Consistent with 6-23-2012, the Middle School of LRPA *creates new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.* LRPA accomplishes this objective by:

- Using the Arkansas TESS system to provide teachers with informal observations, formal observations, professional growth plans and summative evaluations consistent with state requirements;
- Providing teachers with the opportunity to serve in key academic leadership roles by serving as department chairs and grade level leads;
- Hiring senior teachers to provide veteran instructional leadership in every academic department and/or grade level;
- Offering teachers a weekly opportunity to meet as grade level teams for professional learning communities (PLC's);
- Frequently equipping teachers with current data on how students are performing against college and career ready standards on a monthly, quarterly and semi-annual basis;
- Providing new teachers with 4 weeks of full-day training during the summer preceding the start of their 1st year; and
- Providing returning teachers with 2 weeks of full-day training during the summer prior to the start of each subsequent year.

Consistent with 6-23-2012, the Middle School of LRPA *provides parents and pupils with expanded choices in the types of educational opportunities that are available within the*

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public school system. LRPA is the only alternative to neighborhood public schools in the Little Rock School District for most of the families that it serves. Practically speaking, most students cannot take advantage of quality private and public options because of selective enrollment practices or other admissions filters. Over the past 5 years, most of the open-enrollment public charter schools that have attempted to serve students in Central Little Rock have been closed, including the Urban Collegiate Public Charter School for Boys (UCPC), Dreamland Academy and the high school of Covenant Keepers. Conversion charter schools in Central Little Rock, including Cloverdale Aerospace Charter Middle School, have been designated Academically Distressed.

Consistent with 6-23-2012, the Middle School of LRPA allows the Charter Authorizing Panel of the Arkansas Department of Education and the Arkansas State Board of Education to *hold the schools established under this chapter accountable for meeting measurable student achievement standards.* LRPA promotes this objective by setting forth rigorous, quantifiable performance goals in its charter agreement, regularly appearing before the Charter Authorizing Panel and the State Board of Education to update its charter agreement, and meeting ADE requirements for designated Priority Schools. LRPA goes above and beyond state accountability requirements by administering the NWEA MAP three times each year and administering the Illuminate formative assessments 6-8 times annually. Both the NWEA MAP and Illuminate tests are benchmarked against the state of Arkansas' college and career ready standards.

II. An explanation of the ways in which the charter remains innovative while struggling academically

<u>Please Note:</u> In response to the requested information, this section has been organized into two parts: (a) the next 2 ½ pages address the innovations that have been implemented over the past 4 years; and (b) the last 1 ½ pages address academic achievement gains with students.

Under LRPA's current executive director, the academic emphasis has been on implementing "practical innovations" or "innovations that work." Every best practice, academic program or support system that is implemented at LRPA is selected because there is evidence that it can help LRPA to meet the specialized needs of students and families. LRPA's purpose is to find, integrate and deliver these proven practices in an effective fashion so as to sustain continuous improvement over time.

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Unlike many large urban districts, which must serve a broad cross-section of learners at many places along the socioeconomic continuum, LRPA serves a relatively homogenous population of learners that share relatively similar residential conditions and family characteristics. By offering these students services that specifically meet their needs, LRPA can tailor its offerings in ways that would be much more difficult for a large urban district.

Practical Innovations

To meet our students' and families' needs, we have had to extend our offerings into a number of areas. Here are eleven examples of the practical but innovative practices that we have put in place over the past 5 years:

Eleven Examples of "Practical Innovations" at LRPA – Middle School	
Positive Behavior Interventions & Supports	In 2011, one of the first changes that LRPA's new management made was to move from a punitive behavior system, which was based on demerits and detention, to a positive behavior management system, which is based upon recognition and reward. By implementing PBIS and CHAMPS school-wide, LRPA's management began publicly affirming good behaviors and privately disciplining bad behaviors. Over the past 4 years, LRPA has enhanced its classroom management through the use of Doug Lemov's *Teach like a Champion*. LRPA's behavior system requires care, patience and persistence from teachers, but has made a huge difference in the prevailing attitudes and engagement of students.
Discount Uniform Program	In 2012, LRPA entered into a unique partnership with the Toggery, an apparel store in Little Rock. Through the partnership, every LRPA student is provided with a 50 percent discount on the purchase of between 7 and 9 pieces of a uniform set, including polo shirts, button down shirts, a sweater vest, slacks, a fleece jacket and, for girls, skorts or skirts. With one purchase, every student is clothed for all seasons of the year. The uniforms enable every student to wear the same timeless plaids that students at Little Rock's best known private schools wear.
Dedicated Site Management Team	Each LRPA campus has a dedicated site-management team with four administrators – a dean of students, director of curriculum & instruction, an office manager and a principal. This four person team provides the capacity to support students and teachers in all essential academic and operational areas.

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Extended Day & Year	In 2011 and 2012, LRPA extended its day and year. Today, LRPA serves students daily starting at 7:00 am and ending at 5:00 pm. By serving students for up to 10 hours each day, LRPA provides significantly more learning time, meets the needs of parents who are working full-time, and minimizes the chance that students will be left unsupervised during after-school hours. LRPA offers a 200 day calendar year, which is 4 weeks longer than surrounding schools and reduces the summer break to 6 weeks. Last summer, LRPA offered a summer enrichment program to families. By lengthening the year, LRPA saves parents money for summer programs, provides students with extra learning opportunities, and minimizes the learning regression that frequently occurs during a 3 month summer vacation.
Wednesday Professional Development	On Wednesday of each week, LRPA dismisses students at 1:00 pm so that the faculty and administration can have 2-3 hours of dedicated time for professional development, lesson planning and professional learning communities (PLC's). The early dismissal also fits the schedule of many LRPA families, who have extra time for dedicated family events and church services.
Management Retreat & Summer Institute	Every spring and summer, LRPA's management organization, Exalt Education, gathers administrators from several campuses for dedicated planning and management training. The management institute, which was held at the Clinton School of Public Service in June 2015, consisted of 40 hours of training in human resources, performance management, leadership, organizational health, and many other topics. The annual retreat, which typically occurs in April of each spring, allows administrators to collaborate to identify needs, complete programmatic initiatives, and plan improvements for the next academic year.
Free Breakfast, Lunch & Snack for Every Student	In 2014, LRPA was approved to offer 100 percent of students a nutritional breakfast, lunch and snack every day under the Community Eligibility Provision. Prior to that, LRPA collected money for the less than 15 percent of students who were not eligible for free or reduced price lunch.
Learning Pass Program	In 2014, a Practicum team at the Clinton School of Public Service helped LRPA Middle School to undertake a new learning initiative. Through the Learning Pass Program, students in grades 6-7 have the opportunity to participate in high-quality, hands-on experiential learning at a network of ten partner sites throughout Little Rock. Moving forward, LRPA anticipates that it will continue to refine the program and extend it to more students.

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Student Led Conferences	In 2014, LRPA began holding student-led conferences instead of conventional teacher-led conferences. During these conferences, students present their grades, report cards, assignments and accomplishments to their parents and homeroom teacher. Instead of sitting "across the table" from parents, teachers affirm students' progress and brainstorm academic improvement strategies. In the 2015-16 year, LRPA will hold three quarterly student-led conferences.
Academic Improvement Plans (AIP's)	In 2015, LRPA began preparing and distributing academic improvement plans (AIP's) to the families of every student during student-led quarterly conferences. AIP's provide parents with the state, national and formative test scores for every child along with individual performance strategies. By implementing AIP's, LRPA has been able to greatly increase parents' knowledge of and ownership in student learning.
Student Data Notebooks	In 2015, students in the Middle School began keeping notebooks with their performance goals, test scores and learning strategies. These notebooks are updated and checked regularly. By keeping notebooks, students are taking ownership for their academic achievement more directly than ever before.

These are eleven examples of "practical innovations" – ways in which LRPA has adapted every aspects of its model to meet the needs of students and families. Sections IV and V of this report provide many more examples of innovative practices that LRPA has put in place in the areas of curriculum, instruction, assessment and performance evaluation.

Academic Performance

By putting in place effective practices, LRPA – Middle can provide widespread, statistically significant evidence that we have enabled students to make gains that outpace their peers nationally from 2012 to 2015. These gains are demonstrated by an analysis of the 1, 2 and 3 year gains that students made from fall 2012 to spring 2015. Because of this evidence, our board of trustees and management team believe that LRPA – Middle is providing students with an education that is: (a) enabling them to narrow the economic achievement gap with their more affluent peers; and (b) enabling them to prepare for college-preparatory high schools.

The following are excerpts of the report produced by the Office of Education Policy at the University of Arkansas – Fayetteville in November 2015.

> ***Question 1: What percent of students met or exceeded typical NWEA growth from Fall to Spring?***
>
> ***Sixty-three percent of LRPA students met or exceeded typical growth from Fall to Spring.***

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As can be seen in Table 4, 64% of students who were enrolled at LRPA Middle Grades for one year met or exceeded typical annual gains in reading, and 79% of students who were enrolled at LRPA Middle Grades for one year met or exceeded typical annual gains in math. Fifty---six percent (56%) of students enrolled in LRPA Middle Grades for two years met or exceeded typical gains in reading and 61% did in math. Students who were enrolled at LRPA Middle Grades for three consecutive years were most likely of all the cohorts to meet their reading gains, with 67% meeting or exceeding typical reading gains, while 66% met or exceeded typical math gains.

Question 2: What percentage of typical Fall to Spring growth did students achieve?

LRPA students made 125% of annual growth in reading and 160% of annual growth in math.

As can be seen in Table 5, students who were enrolled at LRPA Middle Grades for one year made 127% of typical annual gains in reading, and 172% of typical annual gains in math. Students enrolled in LRPA Middle Grades for two years made 118% of typical gains in reading and 124% in math. Students who were enrolled at LRPA Middle Grades for three consecutive years were highest growing in reading, making 155% of typical gains, and 142% of typical gains in math.

Question 3: How does student growth compare to other students nationally?

LRPA students are at the 78th percentile in reading growth and the 86th percentile in math growth compared to NWEA's nationally representative norming group.

As can be seen in Table 6, students who were enrolled at LRPA Middle Grades for one year grew more in reading than 77% of their peers nationally, and more than 89% of their peers in math. Students who were enrolled at LRPA Middle Grades for two consecutive years grew more in reading than 77% of their peers nationally, and more than 79% of their peers in math. Students who were enrolled at LRPA Middle Grades for three consecutive years grew more in reading than 81% of their peers nationally, and more than 83% of their peers in math.

Growth at LRPA Middle Grades is strong across all cohorts and subjects. It is notable that students who remain at LRPA Middle Grades for only one year are as likely to exceed national growth expectation as the students who remain at LRPA Middle Grades for three years. Students who remain at LRPA Middle Grades, however, initially perform at similar levels on Fall testing as students who leave. Because there is no significant disparity in the initial academic performance of students who choose to remain or choose to leave at the end of the school year, we have no reason to expect that student growth over the year would be different for the two groups. In fact this strengthens the findings, because there is consistently high growth for all students, even those who later elect to leave LRPA Middle Grades.

LRPA – Middle was able to make these gains because of the innovative, iterative approach that we have taken to sustaining continuous improvement. In sharing these achievement gains, it is

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important to note that our leadership team is not satisfied with these results. In particular, we are concerned that so many families are choosing to withdraw their students within 3 years of enrolling them. Every time that a student is withdrawn, the academic gains that we have enabled him or her to realize walks out the door and our team is forced to start over with a new student.

III. A brief analysis of the 2015 PARCC data

To ensure that a valid, reliable analysis was conducted of its 2015 PARCC scores, the Little Rock Preparatory Academy (LRPA) requested that the Office of Education Policy (OEP) at the University of Arkansas – Fayetteville conduct the analysis. In order to conduct an impartial analysis, OEP compared LRPA with 14 other school districts that enroll a population that is of equivalent economic status.

Scores from the April 2015 administration of the PARCC assessment did not become available until late November 2015. Scores for surrounding public schools that serve the same service area as LRPA are still not available. Because the PARCC assessment was only administered once, it is difficult for LRPA or any other district to enable students to demonstrate strong, consistent achievement gains. This is particularly true for districts that serve high-poverty populations with students that enter school achieving well below proficient.

Below, the chart provides the district number, name and percent of students that qualify for the Federal Free & Reduced Lunch Program within each of the districts. Over 90 percent of the population qualifies for either free or reduced lunch in all fourteen of the districts, including five open-enrollment public charter schools and eleven traditional school districts.

Districts Used for Comparables Analysis of 2015 PARCC Scores		
LEA	**District**	**District FRL %**
6044700	COVENANT KEEPERS COLLEGE PREP	91%
6049700	LITTLE ROCK PREPARATORY ACADEMY	100%
3541700	PINE BLUFF LIGHTHOUSE ACADEMY	91%
4802000	CLARENDON SCHOOL DISTRICT	91%
901000	DERMOTT SCHOOL DISTRICT	94%
3502000	DOLLARWAY SCHOOL DISTRICT	93%
1802000	EARLE SCHOOL DISTRICT	95%
5403000	HELENA/ W.HELENA SCHOOL DIST.	96%
5440700	KIPP:DELTA COLLEGE PREP SCHOOL	90%
3904000	LEE COUNTY SCHOOL DISTRICT	91%
5404000	MARVELL SCHOOL DISTRICT	97%
4713000	OSCEOLA SCHOOL DISTRICT	90%
3542700	QUEST MIDDLE SCHOOL OF PINE BLUFF	96%
7009000	STRONG-HUTTIG SCHOOL DISTRICT	93%

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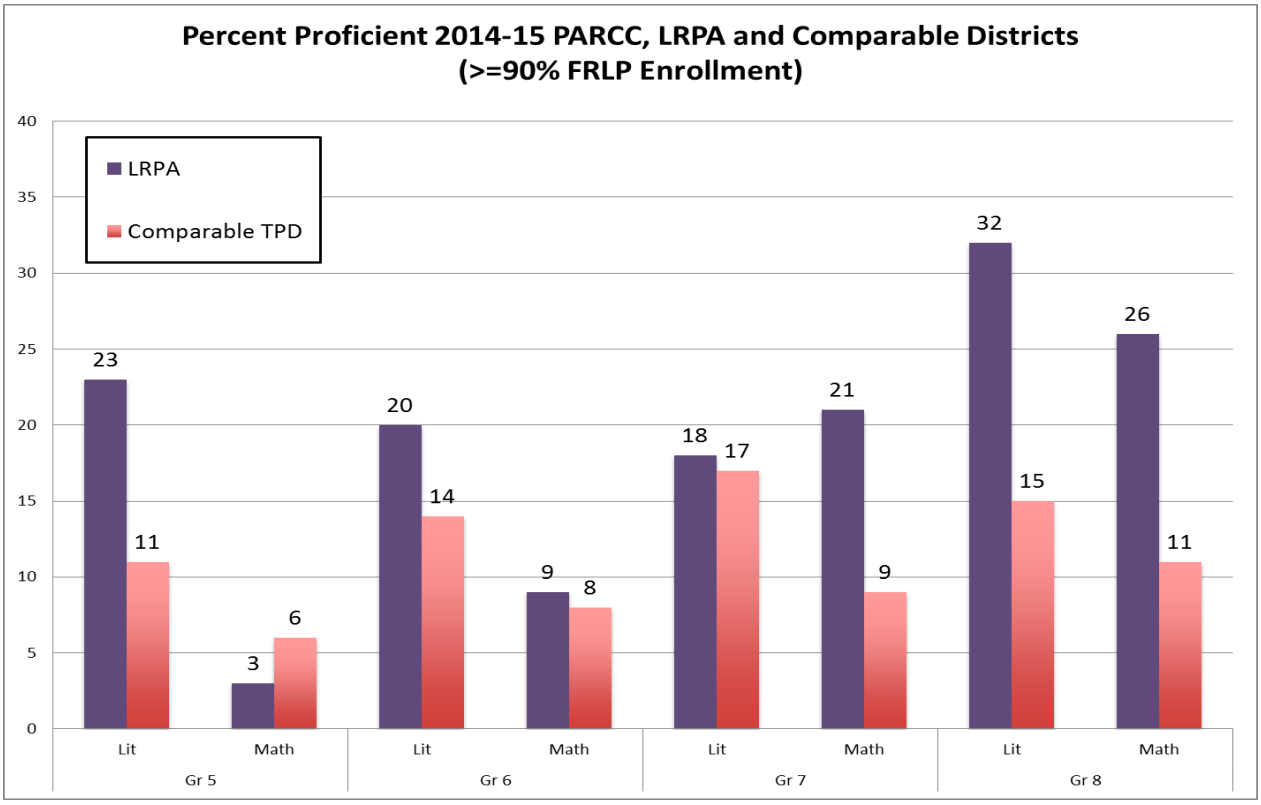
Below, the bar chart compares the percent of students in each tested subject and grade that achieved proficient at LRPA with the percent of students in each tested subject and grade at the 14 comparable districts.



LRPA's leadership has ample evidence that students that enter the Middle School are exceptionally far behind academically when they arrive. However, as this comparison illustrates, by the 5th grade, LRPA's students begin to outperform their peers in other high-poverty districts. By the 8th grade, over twice as many students at LRPA achieve proficient or advanced than among other districts serving a comparable population.

A copy of the 2015 ESEA School Report from ADE is copied below. As this report demonstrates, LRPA – Middle met or exceeded all of the state requirements.

Little Rock Preparatory Academy

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2015 ESEA SCHOOL REPORT

District:	LITTLE ROCK PREPARATORY ACADEM	**Superintendent:**	BEN LINDQUIST	**LEA:**	6049702
School:	LITTLE ROCK PREP ACADEMY	**Principal:**	JENNIFER MCMAHA	**Address:**	4520 S. UNIVERSITY
Grade:	5 - 8	**Attendance:**	96.05	**Address**	LITTLE ROCK, AR 72204
Enrollment:	147	**Poverty Rate:**	100.00	**Phone**	(501) 683-3855

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	128	128	100.00	127	127	100.00
Targeted Achievement Gap Group	126	126	100.00	125	125	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	115	115	100.00	114	114	100.00
Hispanic	10	10	100.00	10	10	100.00
White	1	1	100.00	1	1	100.00
Economically Disadvantaged	126	126	100.00	125	125	100.00
English Language Learners						
Students with Disabilities	10	10	100.00	10	10	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	27	121	22.31	21.47
Targeted Achievement Gap Group	26	120	21.67	16.32
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	24	108	22.22	10.44
Hispanic	2	10	20.00	15.49
White	1	1	100.00	26.68
Economically Disadvantaged	26	120	21.67	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	10	10.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	17	120	14.17	12.09
Targeted Achievement Gap Group	17	119	14.29	8.91
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	15	107	14.02	4.17
Hispanic	2	10	20.00	10.85
White	0	1	0.00	16.34
Economically Disadvantaged	17	119	14.29	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	10	0.00	3.23

Little Rock Preparatory Academy

A Member of the Exalt Education Network

2015 ESEA SCHOOL REPORT

District:	LITTLE ROCK PREPARATORY ACADEM	**Superintendent:**	BEN LINDQUIST	**LEA:**	6049702
School:	LITTLE ROCK PREP ACADEMY	**Principal:**	JENNIFER MCMAHA	**Address:**	4520 S. UNIVERSITY
Grade:	5 - 8	**Attendance:**	96.05	**Address**	LITTLE ROCK, AR 72204
Enrollment:	147	**Poverty Rate:**	100.00	**Phone**	(501) 683-3855

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 11/12/2015

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IV. An explanation of plans to improve academic achievement

- ***Specific plans implemented in the past with data that demonstrate the results and include a discussion of student performance and growth***

Administration of NWEA MAP

LRPA's executive director commenced his tenure in January 2011. Between January and May, the leadership of LRPA conducted a needs assessment, developed a strategic plan, and went before the Arkansas State Board of Education to request a charter amendment.

When the leadership team appeared before the State Board in May 2011, one of the primary academic changes that it requested was to make a change in assessments from the Terra Nova to the NWEA Measures of Academic Progress (MAP). By making that change, LRPA sought several advantages:

- The Northwest Evaluation Association (NWEA) is one of the most sophisticated assessment organizations in the nation;
- The NWEA MAP is computer adaptive, which means that testing requires less time than with other assessments and provides a more accurate individual student performance profile;
- The NWEA MAP is electronic, which supports testing fidelity and the immediate collection, analysis and reporting of data;
- NWEA has developed powerful standards analysis tools that support effective, data-driven teaching;
- The MAP is scored on a RIT scale, which is a continuous scoring curve that is unique because of its statistical capacity to support the measurement of student growth in equal increments;
- The MAP can be seamlessly converted from RIT scores into national percentiles;
- Because of its extensive question bank, the MAP can be administered up to four times annually; and
- The MAP can be benchmarked against state standards, the Common Core Standards, the ACT, and other standards and assessments in a manner that is valid and reliable.

Although these are the primary advantages of using the MAP, there are others. By moving to the MAP, the leadership of LRPA set itself up to measure student achievement growth in a frequent, agile, statistically valid manner.

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Over the past 3 years, LRPA had demonstrated that – when armed with a powerful assessment system like the NWEA MAP – it is possible to enable students to make increasingly strong achievement gains.

Below, the chart shows the one-year gains that classes of students in grades 5-8 at the Middle School made each of the past 3 years (2012-13, 2013-14 and 2014-15). The chart shows gains in National Percentile Rank (NPR), which reflects where students score in comparison to their peers nationally in the fall pre-testing and again in the spring post-testing of each academic year. The trend records whether or not students gained NPR, stayed at the same NPR, or lost ground relative to their peers nationally. It is important to keep in mind that – even if students stay at the same NPR – they are still progressing at the equivalent of one academic year relative to their peers nationally.

One Year Gains in National Percentile Rank (NPR) in 2012-13, 2013-14 and 2014-15							
Student Information		**Mathematics**			**Reading**		
School Year	**N**	**Fall**	**Spring**	**Trend**	**Fall**	**Spring**	**Trend**
2012-13 Year							
5th Grade	27	40	46	+	38	35	-
6th Grade	21	29	33	+	32	31	-
7th Grade	17	35	38	+	36	24	-
8th Grade	20	40	39	-	34	36	+
Total	**85**	**36**	**40**	**+**	**35**	**32**	**-**
2013-14 Year							
5th Grade	40	29	36	+	29	29	=
6th Grade	37	25	32	+	26	26	=
7th Grade	22	31	31	=	27	31	+
8th Grade	13	38	41	+	34	45	+
	112	**29**	**34**	**+**	**28**	**30**	**+**
2014-15 Year							
5th Grade	27	34	38	+	29	40	+
6th Grade	37	34	38	+	37	42	+
7th Grade	30	39	40	+	33	35	+
8th Grade	19	34	37	+	30	42	+
Total/Average	**113**	**35**	**38**	**+**	**33**	**40**	**+**

As this chart shows, LRPA – Middle School enabled successive classes of students to make fall-to-spring achievement gains that were both more consistent and more statistically significant every year.

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Below, the chart provides a summary of the gains depicted above. This chart shows gains in Reading and Mathematics (2 subjects) for 4 successive classes of students, which reflects a total of 8 subjects and grade levels.

Summary of One-Year Achievement Gains			
School Year	**2012-13**	**2013-14**	**2014-15**
Gains Greater Than Peers	4	5	8
Gains Equal to Peers	0	3	0
Falling Behind Peers	4	0	0

As this chart shows, in 2012-13, students gained NPR in 4 grade levels and subjects and lost NPR in 4 grade levels and subjects. In 2013-14, students gained NPR in 5 grade levels and subjects; progressed at a pace equivalent to their peers in 3 grade levels and subjects; and lost NPR in 0 grade levels and subjects. In 2014-15, students gained NPR in all 8 grade levels and subjects and did not lose ground in any grade levels and subjects. The MAP played a vital role in enabling LRPA to improve by providing the performance assessment capacity to monitor, analyze and accelerate student learning within each academic year.

Implementation of Effective Reading/English Language Arts Programs

The LRPA – Middle School has made significant changes in curricular programs each year of operation. By carefully evaluating student achievement data, LRPA has been able to examine what is working and what is not working and make data-driven decisions about where to allocate its resources. We have also been able to adapt to the state transition in academic standards and assessments.

In the 2011-12 and 2012-13 years, LRPA focused on implementing Saxon Mathematics. One of the key breakthroughs in LRPA's Math effectiveness was the hiring of Ms. LaRhonda Cook, a veteran teacher with deep content expertise in Saxon. With her instructional leadership, LRPA was able to make impressive gains between fall and spring MAP testings. However, with the transition to the PARCC standards, LRPA's Math program became outdated. To adjust to the emphasis on word problems and the application of Math to more complex, multi-variable problems, LRPA switched to Carnegie Math and Engage New York with the supplementation of Eureka Math starting with the 2014-15 year. These curricula are aligned with the state college and career ready standards.

In the 2011-12 year, LRPA implemented Direct Instruction Reading Mastery and Language for Learning in the Middle Grades 5-6. The implementation yielded mixed results in the middle grades 5-8 where the emphasis has been on reading comprehension and writing mechanics.

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LRPA – Middle began implementing 6 + 1 Traits of Writing and Writer's Workshop for the 2012-13 year while continuing to use Direct Instruction to address students' remedial language needs. For the 2013-14 year, LRPA added Perfection Writing. With the transition to the Common Core Standards and the PARCC, however, the Middle School's English Language Arts programs became outdated. To adjust to the emphasis on reading whole passages and comprehending technical writing, LRPA switched to Scope Scholastic, the Journey's textbook, ReadWorks and Compass Learning. These programs are being supplemented by literature reading. By expanding students' English Language Arts time and building a strong writing program to pair with its existing reading programs, LRPA has been able to make substantial increases in students' achievement gains.

Below, the chart shows the gains in National Percentile Rank (NPR) that LRPA made among students who stayed for 2 years. When measuring these gains, LRPA's leadership examined student gains between fall 2012 and spring 2014 and again between fall 2013 and spring 2015.

Two Year Gains in National Percentile Rank (NPR) from 2012-2014 and 2013-2015							
Student Information		**Mathematics**			**Reading**		
2 Year Period	**N**	**Fall**	**Spring**	**Trend**	**Fall**	**Spring**	**Trend**
Fall 2012 to Spring 2014							
Cohort 1: Grades 5-6	15	30	39	+	31	26	-
Cohort 2: Grades 6-7	12	33	37	+	39	36	-
Cohort 3: Grades 7-8	6	47	49	+	42	46	+
Total	**33**	**34**	**40**	**+**	**36**	**33**	**-**
Fall 2013 to Spring 2015							
Cohort 1: Grades 5-6	30	27	34	+	28	38	+
Cohort 2: Grades 6-7	30	24	34	+	20	28	+
Cohort 3: Grades 7-8	14	37	38	+	28	39	+
	74	**28**	**35**	**+**	**25**	**34**	**+**

As this analysis shows, students made impressive gains in Math from fall 2012 to spring 2014, but actually registered declines in Reading during that same period. By contrast, students made impressive gains in both Math and Reading between fall 2013 and spring 2015. These gains were registered with three successive cohorts of students in each two year period, which increases the validity of the analysis.

Below, the chart provides a summary of the gains depicted above. This chart shows gains in Reading and Mathematics (2 subjects) for 3 successive cohorts of students (3 cohorts), which reflects a total of 6 subjects and grade levels.

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Summary of Two-Year Achievement Gains		
School Year	**2012-2014**	**2013-2015**
Gains Greater Than Peers	4	6
Gains Equal to Peers	0	0
Falling Behind Peers	2	0

As this chart shows, from fall 2012 to spring 2014, students gained NPR in 4 grade levels and subjects and lost NPR in 2 grade levels and subjects. From fall 2013 to spring 2015, students gained NPR in 6 grade levels and subjects and lost NPR in 0 grade levels and subjects.

Below, the chart depicts the curricula that the Middle School of LRPA is currently implementing in the primary subjects across grades 6-8.

LRPA Middle School 2015-16 Curriculum In Core Subjects				
Grade	**Math**	**Reading**	**Writing**	**Other**
6	Carnegie Math, Engage New York, Compass Learning, Learn-a-zillion, Edpuzzle	Scope Scholastic, Compass Learning, Novels, Online Resources, Journey's Textbook, ReadWorks	Common Core Writing Book, Scope Scholastic	Junior Scholastic, Peoples Common Core, Eureka Math, Arkansas Social Studies Curriculum Framework, Online Resources
7	Carnegie Math, Engage New York, Compass Learning, Learn-a-zillion, Edpuzzle	Scope Scholastic, Compass Learning, Novels, Online Resources, Readworks	Common Core Writing Book, Scope Scholastic	Junior Scholastic, Peoples Common Core, Eureka Math, Arkansas Social Studies Curriculum Framework, Online Resources
8	Carnegie Math, Engage New York, Compass Learning, Learn-a-zillion, Edpuzzle	Scope Scholastic, Compass Learning, Novels, Online Resources, Readworks	Common Core Writing Book, Scope Scholastic	Junior Scholastic, Peoples Common Core, Eureka Math, Arkansas Social Studies Curriculum Framework, Online Resources, Online CPO Textbook

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These curricula reflect a hybrid of electronic resources and paper-based textbooks and literature. Some of the curricula are completely individualized, self-paced and delivered via the Internet. Others are best delivered in a more conventional classroom format.

Use of Performance Dashboard

In the 2013-14 year, LRPA – Middle School began implementing a rigorous performance dashboard system that supports the frequent evaluation of over 21 leading indicators of school stability, student engagement and behavior, parent support, and gains in student achievement relative to national norms and the Common Core standards. LRPA – Middle School's performance against these indicators is summarized in the last section of this report.

The performance dashboard system has several strengths:

- First, the system focuses on growth in performance, which encourages school leaders to add value to students no matter what performance level they are at when they enroll versus encouraging school leaders to selectively enroll high performing students.
- Second, the system is very transparent, which provides board members, site management, parents and other stakeholders with a candid snapshot of school performance.
- Third, the system is comprehensive and balanced in that it evaluates school performance across a variety of indicators versus just examining one-time proficiency on a single "high stakes" test.

For the 2015-16 year, the performance dashboard was expanded to include several new indicators, such as an analysis of chronic student tardiness and absenteeism. By examining these indicators, LRPA's management has become more aware and more active in managing school health and student learning than ever before.

V. An explanation of plans to improve academic achievement

- ***Specific plans for the future that include methods of assessing***

Currently, the Little Rock Preparatory Academy is implementing three initiatives that are designed to continue elevating the quality of education that we provide:

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Board Approved Ends Statements

At the start of the 2014-15 year, the board of trustees of LRPA adopted the Carver Policy Governance Model and approved seven Ends Statements. These statements set forth a framework of goals that LRPA's management seeks to execute against. Each year, the executive director submits monitoring reports that demonstrate progress towards the Ends Statements. A copy of the board-approved ends statements is included below:

1.0 POLICY TITLE: GLOBAL ENDS

At a justified cost, children from underserved families in the Central Little Rock neighborhoods will be prepared and equipped to become successful, contributing members of society.

1.1 Students without diagnosed learning challenges will demonstrate substantial and meaningful growth as reflected in state and national assessments. Special needs will demonstrate substantial and meaningful progress toward goals established in their annual Individual Educational Program.

1.2 LRPA students demonstrate the attributes and behaviors necessary for success as leaders in their communities and beyond. These attributes include a work ethic that stresses regular attendance, punctuality, perseverance in the face of obstacles, urgency in accomplishing goals, disciplined scholarship and honesty in their dealing with themselves and others.

1.3 LRPA students are prepared to compete in the market place with outstanding communication skills and professional etiquette.

1.4 LRPA students have acquired (1) a familiarity with multiculturalism that allows them to achieve in future academic and career environments and (2) an understanding of the ways in which different cultures have enriched and advanced it.

1.5 LRPA families are empowered and engaged in providing the learning, moral and emotional supports that meet their children's educational and career aspirations.

1.6 LRPA students practice in-school lifestyles that include good nutrition and regular exercise.

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1.7 LRPA students are achieving educational success at rates equal to or better than students in more affluent communities.

LRPA's Ends Statements provide a rigorous, holistic basis on which to assess institutional quality. By implementing the Carver Policy Governance Model, LRPA is aligning its institutional resources towards accomplishing board-approved goals more than ever before.

Use of Illuminate Formative Tests

LRPA is currently progressing through its second year implementing the Illuminate Formative Tests. Illuminate provides a powerful testing system that allows LRPA to measure student mastery of the Arkansas college and career ready standards in a frequent, targeted manner. Illuminate has the following advantages:

- Frequent Monitoring: It allows LRPA to examine student growth towards standards 6-8 times annually;
- Standards Alignment: It allows LRPA to teach standards and measure student proficiency in a very disciplined, aligned fashion;
- Assessment Rigor: Illuminate provides a vast databank of test questions that serve as a rich and varied resource for assessing student learning;
- Academic Ownership: Each formative test can be aligned so that it assesses the exact standards that teachers are teaching, which puts the power of data directly in the hands of LRPA's teachers and administration;
- Flexible Format: Illuminate can be printed and administered on paper or it can be administered electronically. The flexibility of the format allows LRPA to adapt to state tests, which have been changing every year.

The Illuminate tests are a nice complement to the NWEA MAP. Together, they form the backbone of a powerful assessment system that allows LRPA to evaluate student learning and make improvements on an ongoing basis. There is no gap between the administration of tests, collection of data, analysis and interpretation, and dissemination of findings to support teacher improvement in the classroom.

Use of Character and Social Etiquette Assessments

For the 2015-16 year, LRPA began implementing a robust character education program. This program is anchored by the Essential 55 Rules, a set of rules that was developed by the Ron Clark Academy in Atlanta, Georgia. LRPA is also implementing the Core Values, a progressive

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framework of values that is designed to help students develop strong internal and external character traits.

To assess the character program, LRPA is developing a combination of authentic assessments, surveys and short test batteries. Over time, LRPA will refine this system so that it measures student behavior and mastery of desired character attributes versus measuring student awareness, speed of recall, and capacity to process and communicate traits.

VI. A discussion of current year-to-date student demographics, discipline, and attendance data

Student & Community Demographics

Below, the chart shows LRPA – Middle School's 2015-16 student demographics.

2015-16 Student Enrollment Statistics	
Student Attributes	**LRPA - Middle School**
Students Grades 6-8	119
Low Income*	100%
African American	83%
Latino	15%
White	2%
**Under Community Eligibility Provision*	

Over the past 5 years, the demographics of the Middle School student body have changed. Most significantly, the percent of low-income students at LRPA increased by over 15 percent from 2011 to 2014, during a period where the percent of low-income students in the Little Rock School District declined by over 10 percent. There has been a small but growing influx of Latino students who are English Language Learners.

Ethnicity

Eighty-three percent of LRPA's students are African American, fifteen percent of students are Hispanic and two percent are White. There has been a small but growing influx of English Language Learners (ELL) over the past two years.

Below, the pie chart illustrates the ethnicity of the population in Central Little Rock. As this pie chart shows, LRPA is serving a population that is, racially, fairly similar to the 7 Census tracts that constitute our service area.

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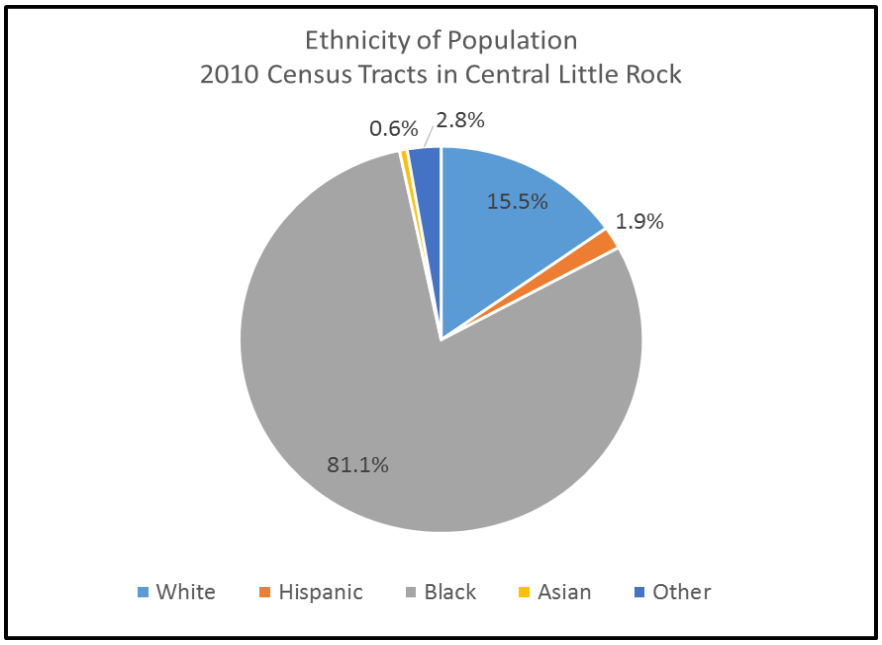

Comparison between Central Little Rock, City of Little Rock, and State of Arkansas

Below, the chart provides a quick comparison of basic population and financial statistics between: (a) the 7 U.S. Census tracts in Central Little Rock; (b) the City of Little Rock; and (c) the State of Arkansas based upon 2010 U.S. Census data. As this chart reveals, the median household income in Central Little Rock is nearly 42 percent lower than in the City of Little Rock as a whole.

Quick Statistical Comparison 2010 U.S. Census Data	7 Census Tracts in Central Little Rock	City of Little Rock	State of Arkansas
Population Estimate	23,579	193,524	2,915,958
Median Household Income	$26,184	$44,896	$40,768
Persons Per Household	2.15	2.41	2.53
Median Housing Value	$79,466	$151,600	$108,700
Total Housing Units	11,285	91,288	1,316,299

Special Considerations

In 2013, LRPA's management retained a therapist to evaluate students' mental health and socio-emotional needs. She worked with students in the Middle School for five months and prepared a formal report in April 2013. Within their daily home life, she found that many of LRPA's students face a variety of environmental challenges, which are briefly outlined below.

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Environmental Challenges that Students Face	
• Parent absence	• Transitions in residence
• Family member incarceration	• Physical, sexual or emotional abuse
• Parent joblessness	• Transitions in caregiver
• Drug & alcohol abuse	• Illegal adult immigration
• Domestic violence	• Custody disputes
• Health impairment	• Family illness
• Early sexual exposure & teen pregnancy	• Systematic poverty

According to the therapist, in other schools that serve different communities, it is not uncommon for fewer than 20 percent of students to face such challenges. At LRPA, she found that upwards of 60 percent of students are experiencing these challenges at any given time.

Diagnosed Disabilities

In the Middle School of LRPA, 20 of 119 total students, or 17 percent, had diagnosed disabilities as of October 1, 2015 including 16 students on individual education plans (IEP's) and 4 students with 504 behavior plans. A breakdown of disabilities follows: 1 vision impaired, 4 learning disability, 7 other health impairment (example ADHD), 4 speech and language disorder, 1 developmentally disabled, 2 Autism, and 1 hearing impaired. Three students can be considered to be extremely low functioning and two can be considered to be extremely high functioning. So LRPA is serving a population of students with significant special needs.

Student Discipline

In the 2015-16 year, the LRPA – Middle School is following a disciplinary trend that is very consistent with past years. Typically, there is a spike in behavior infractions during the first 3 months of the year, which is followed by a relatively steady decline through the last 7 months of the year. This pattern is consistent with LRPA's positive behavior reinforcement practice, which have an accumulating effect as affirmation, recognitions and rewards motivate better and better student behavior patterns over time.

Below, the bar chart shows the average number of behavior infractions per day for the first 4 months of the 2015-16 year. August was excluded because school opened on August 17, 2015 so it was only a partial month. The Middle School records behavior infractions in a disciplinary tracking module that is part of the Illuminate system. An infraction is recorded every time that a

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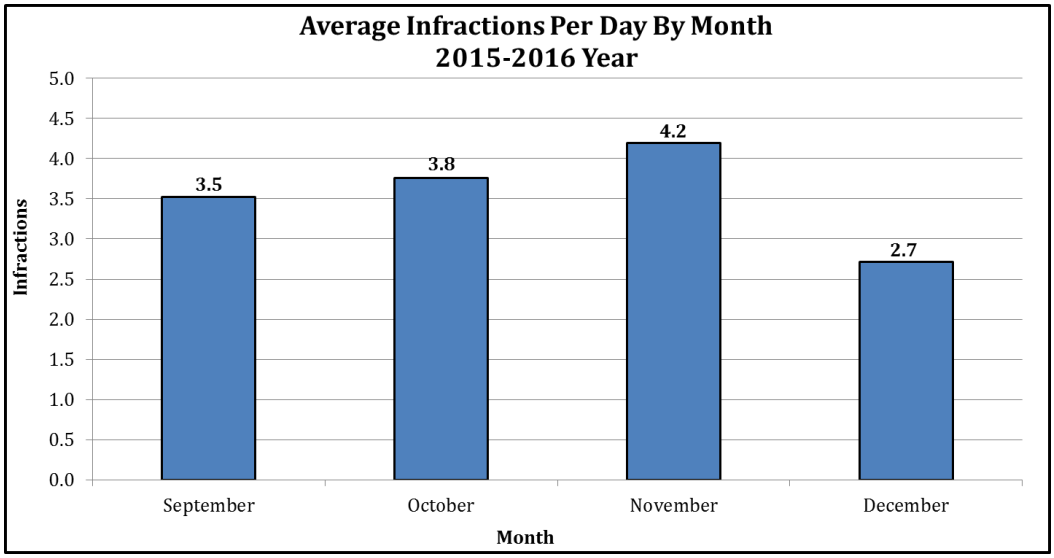
student misses over 5 minutes of instruction so that student behavior can be monitored closely and managed proactively.



At the top of the next page, the bar chart shows the total number of in-school suspensions, out-of-school suspensions, and expulsions by month through the first 4 months of the 2015-16 year. August is a partial month because school opened on August 17, 2015. As the data shows, there have been no expulsions, an average of 5 out-of-school suspensions per month, and an average of 3.5 in-school suspensions per month for the year-to-date.

LRPA – Middle School seeks to maximize the time that students are engaged in focused learning. When out-of-school suspensions are assigned, it is typically in response to major behavior infractions such as fighting, bullying, repeated verbal threats or acts of insubordination, and petty theft. In these cases, the administration believes that students' actions pose a distraction or a potential threat to their classmates. These actions must be halted by sending students home and engaging their parents in corrective action. Typically, out-of-school suspensions are for 1-2 days in duration depending on the nature of the offense and the action called for in LRPA's discipline code. Students are sent home with assignments to complete.

As the chart shows, one way that LRPA – Middle School staff have minimized the time that students are out-of-school is by assigning in-school suspensions. During in-school suspensions, students complete work independently under the close supervision of members of the staff. In general, LRPA – Middle School's administration has found that in-school suspensions are regarded as a less serious deterrent by students, who in some cases may actually try to get assigned in-school suspension if they know that such an option is available.

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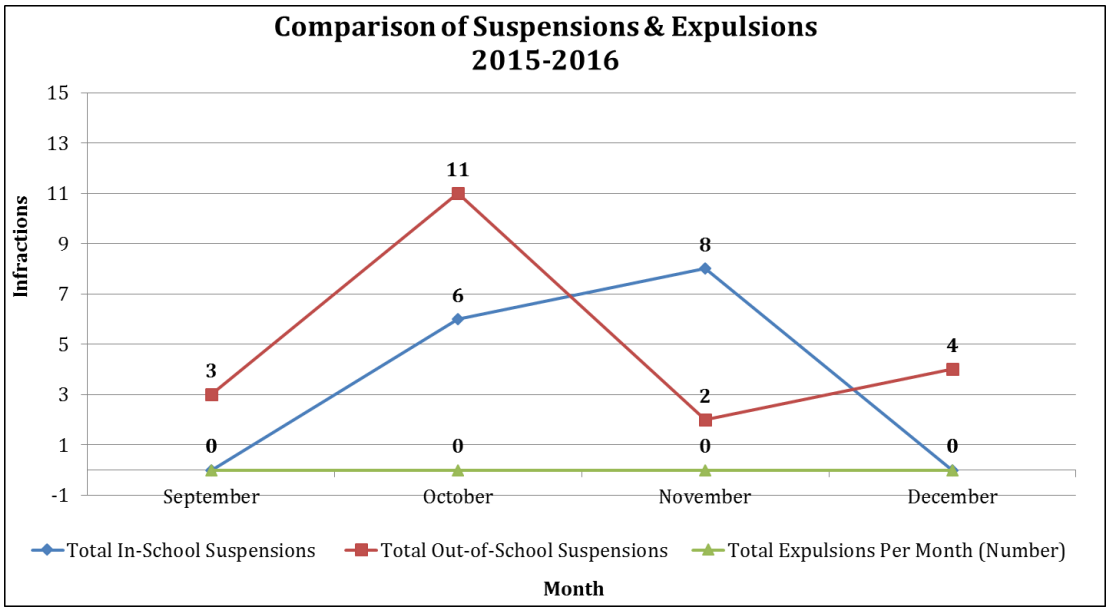
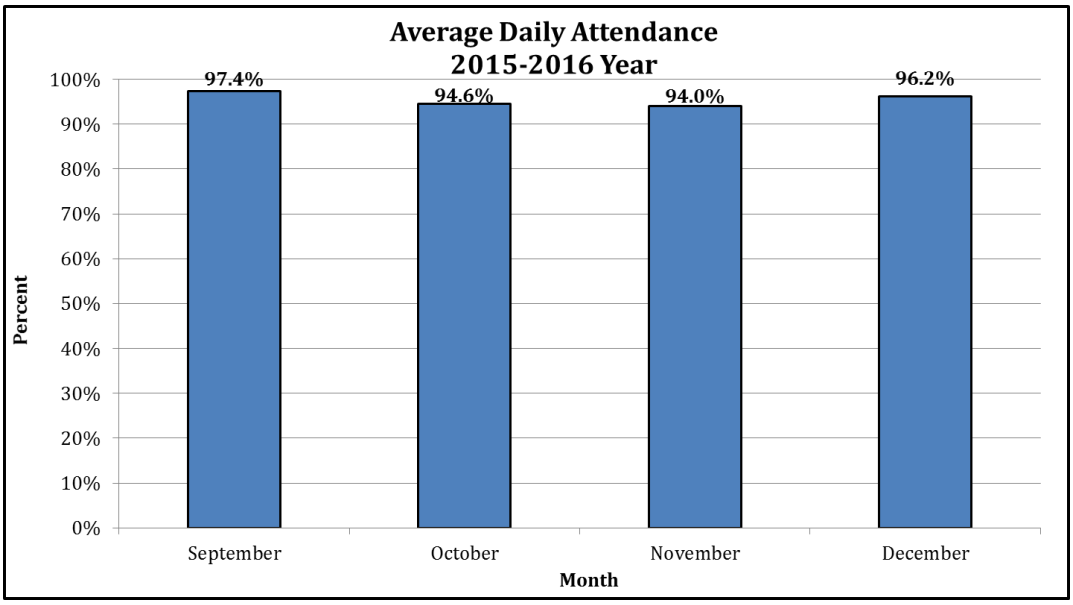


Student Attendance

Below, the bar chart shows the average daily attendance by month through the first 4 months of the year. August is a partial month because school opened on August 17, 2015.



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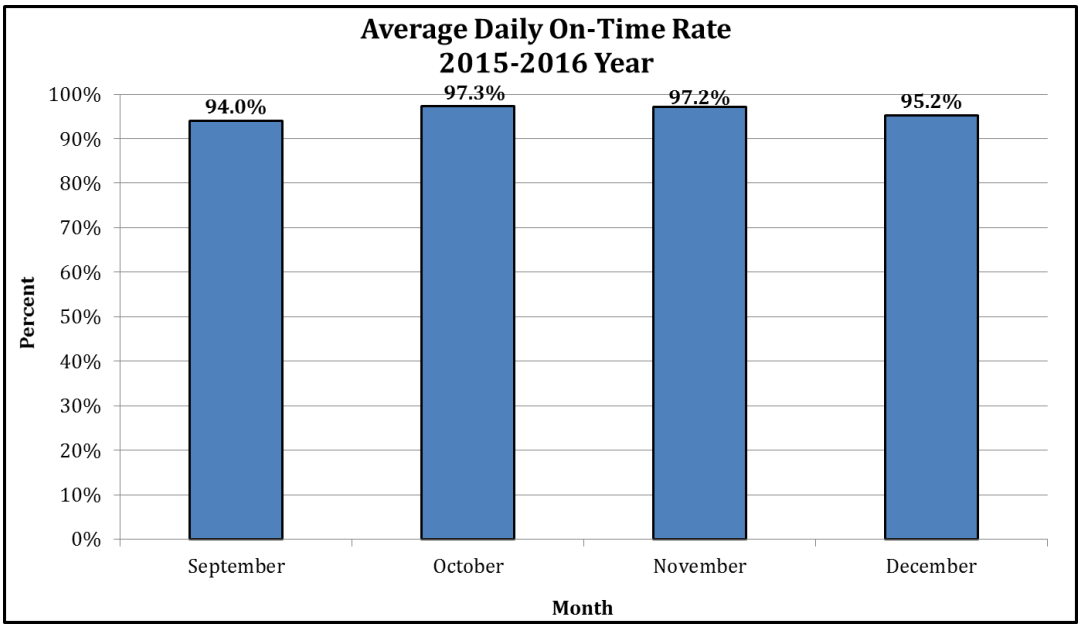
Increasing average daily attendance has been the focus of considerable attention on the part of administration and faculty. Consequently, attendance has increased gradually but significantly over the past 3 years. Although average daily attendance rates are high among most students, there are a small number of students who struggle with chronic absenteeism. These 15 or so students account for the vast majority of absences.

Student Timeliness / Tardiness

Below, the chart shows the average daily on-time rate by month for the first 4 full months of the 2015-16 year. August was a partial month because school opened on August 17, 2015.



Average daily timeliness has been the focus of considerable effort on part of administration and faculty. On many mornings this fall, the Middle School's Principal has stood in the entry foyer and talked with parents who are arriving late about the importance of timeliness. Although LRPA – Middle School is tracking student timeliness closely and address late students, our progress in this area has been mixed. Frequently, students are late because of reasons that are hard to permanently correct, such as the drop-off of siblings by single parents, carpooling transitions, changes in residence, or willful parent negligence.

Although average daily on-time rates are relatively high among the student body as a whole, there are a small number of students who struggle with chronic tardiness. These 25 or so students account for the vast majority of tardies.

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VII. A discussion of progress toward the current charter goals with supporting data

Please Note: The following is a copy of the performance goals set forth in LRPA's charter renewal application followed by an update on LRPA's performance relative to each goal. Goals have only been included if they are applicable to the LRPA – Middle School.

Little Rock Preparatory Academy applied for a 5-year charter renewal in spring 2014 and was granted a 3-year renewal. Many of the performance goals were constructed in a manner that assumes that LRPA will be executing against the goals between 2015 and 2019. Yet ADE did not request that LRPA revise the goals when renewal was approved.

Only one year has elapsed since LRPA's charter renewal occurred. This section seeks to report on performance goals that were supposed to be evaluated in 2019 not in 2015. Nonetheless, LRPA has made a diligent, good faith effort to measure and report on the Middle School's performance in every one of the 18 goals applicable to students in grades 6-8.

Evaluation of Charter Renewal Goals (1 year after start of renewal term)		
Performance Rating	**Number**	**Percent**
Exceeded Goal	3	17%
Met Goal	7	39%
Progressing Towards Goal	4	22%
Insufficient Progress Towards Goal	1	6%
Not Applicable	3	17%
Total	**18**	**100%**

Overall Goals

Goal #1: On average over the 5-year period of the charter, the percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.

Status: LRPA is exceeding this goal.

Rationale: Between 2011 and 2015, the percent of students who qualify for the Federal Free & Reduced Lunch Program increased from 70 to 100 percent. By contrast, approximately 70

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percent of students are eligible for the Federal Free & Reduced Lunch Program in the Little Rock School District.

Goal #2: As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.

Status: LRPA met this goal.

Rationale: On the 2015 PARCC tests, the Middle School of LRPA met the state goals in 6 of 6 grade levels and subjects. According to the Arkansas Department of Education's preliminary report, LRPA – Middle met the annual measurable objectives set forth for grades 6-8.

Goal #3: Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.

Status: LRPA met this goal.

Rationale: As the report produced by the Office of Education Policy at the University of Arkansas – Fayetteville attests, LRPA is enabling students to make strong value-added achievement gains.

Goal #4: As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

Status: LRPA is progressing towards this goal.

Rationale: Eighty-eight percent of the first three classes of 8th grade graduates from LRPA were admitted into board of trustee approved college preparatory high school programs. Eighth grade students are making impressive student achievement gains relative to their peers nationally as demonstrated by fall and spring NWEA MAP testing. On the 2015 PARCC tests, eighth grade students scored at or above proficient at over twice the rate of their peers in a comparison set of 14 similar districts (32 vs. 15 in Language Arts and 26 vs. 11 in Mathematics). Although the eighth graders are performing well relative to similar schools, progress must be made to get all students to achieve "at levels consistent with other college-bound students."

With these Overall Goals in mind, LRPA has set the following specific performance goals for the 5-year period from the start of the 2014-2015 year to the end of the 2019-2020 year.

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Student Achievement Relative to Similar Schools

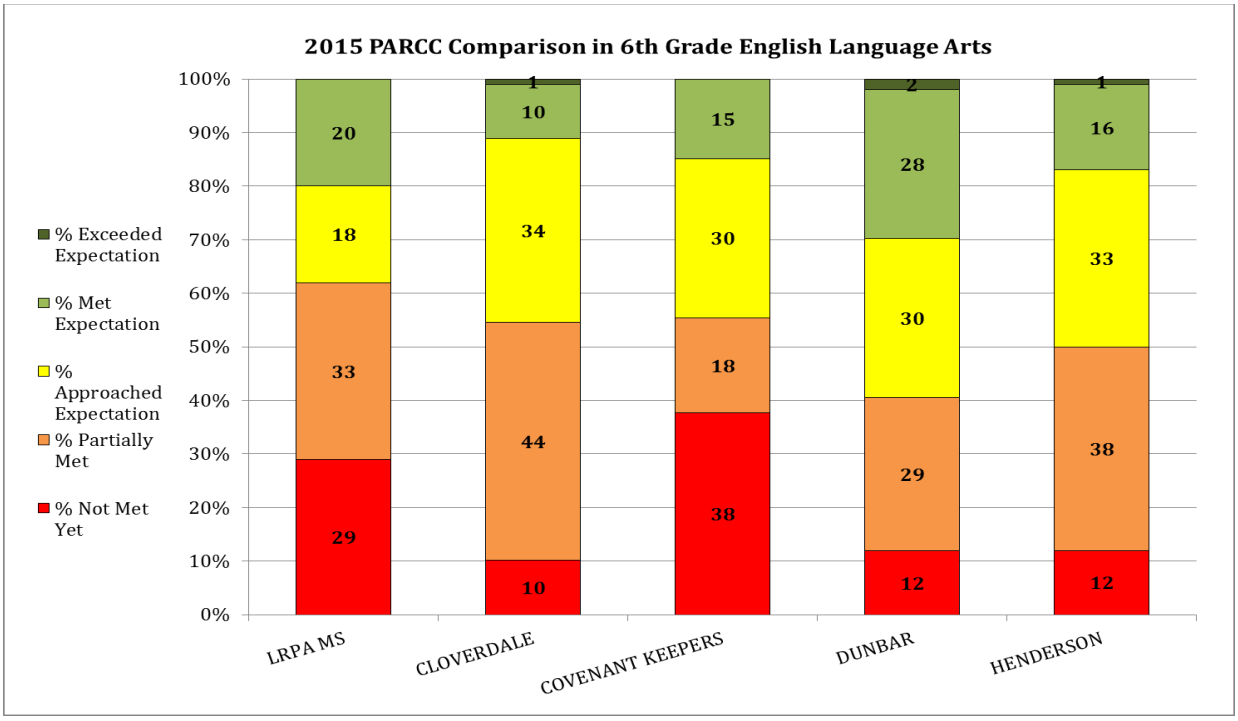
*Goal #5: On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools with attendance zones in Central Little Rock.**

Status: LRPA met this goal with an average of all students in grades 6-8.

Rationale: Specifically, LRPA – Middle School met the goal among students in 9 of 12 grades/subjects as follows:

- 6th Grade: Exceeded 3 of 4 schools serving Central Little Rock, including Cloverdale, Covenant Keepers and Henderson, but did not exceed Dunbar Magnet.
- 7th Grade: Exceeded 2 of 4 schools serving Central Little Rock, including Cloverdale and Covenant Keepers, but did not exceed Dunbar Magnet and Henderson Middle.
- 8th Grade: Exceeded 4 of 4 schools serving Central Little Rock, including Cloverdale, Covenant Keepers, Dunbar Magnet and Henderson Middle.

Below, the charts illustrate how LPRA – Middle performance relative to surrounding schools.



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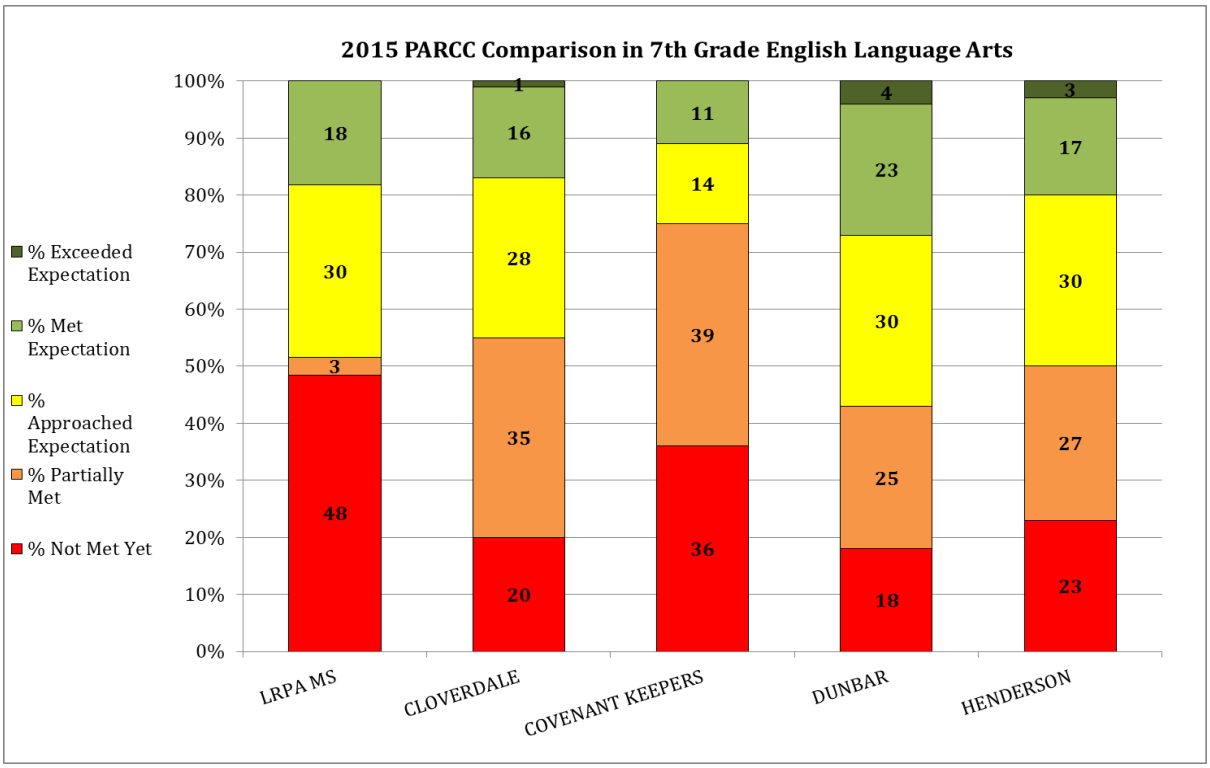

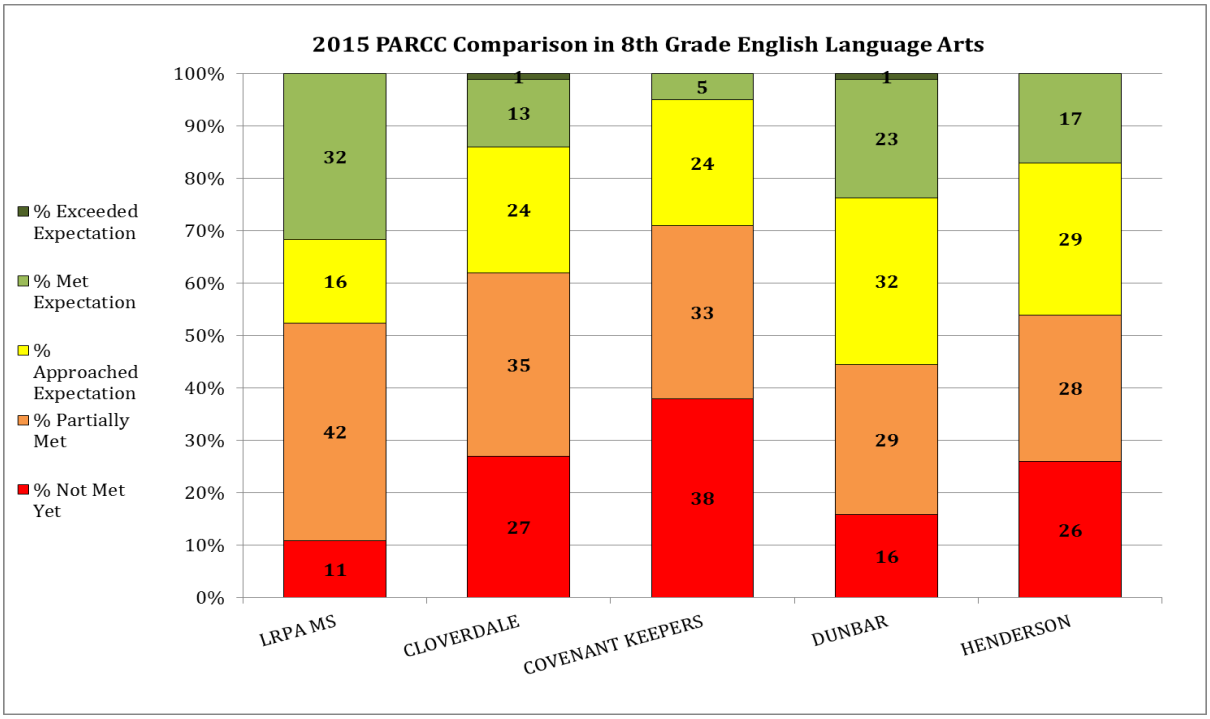

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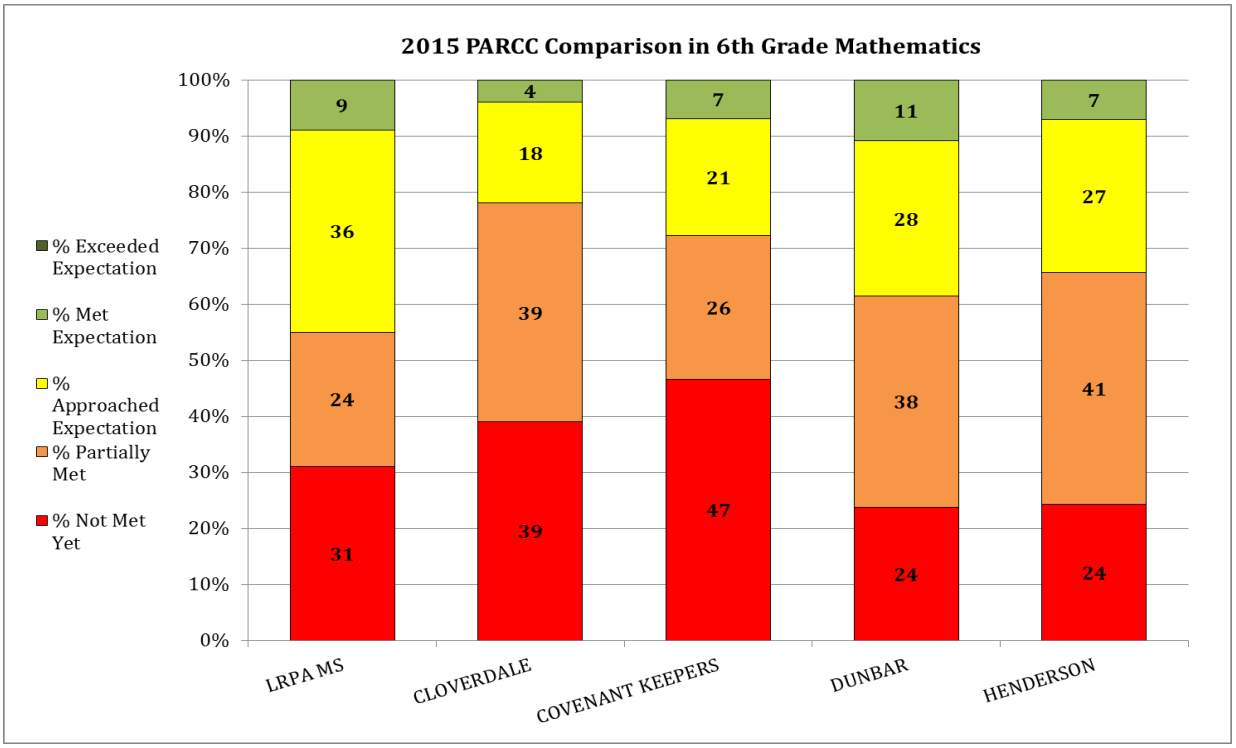
*Goal #6: On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics among other elementary and middle schools with attendance zones in Central Little Rock.**

Status: LRPA met this goal with an average of all students in grades 6-8.

Rationale: Specifically, the LRPA – Middle School met this goal among students in 11 of 12 grades/subjects:

- 6th Grade: Exceeded 3 of 4 schools serving Central Little Rock, including Cloverdale, Covenant Keepers and Henderson, but did not exceed Dunbar Magnet.
- 7th Grade: Exceeded 4 of 4 schools serving Central Little Rock, including Cloverdale, Covenant Keepers, Dunbar Magnet and Henderson Middle.
- 8th Grade: Exceeded 4 of 4 schools serving Central Little Rock, including Cloverdale, Covenant Keepers, Dunbar Magnet and Henderson Middle.

Below, the charts illustrate how LPRA – Middle performance relative to surrounding schools.



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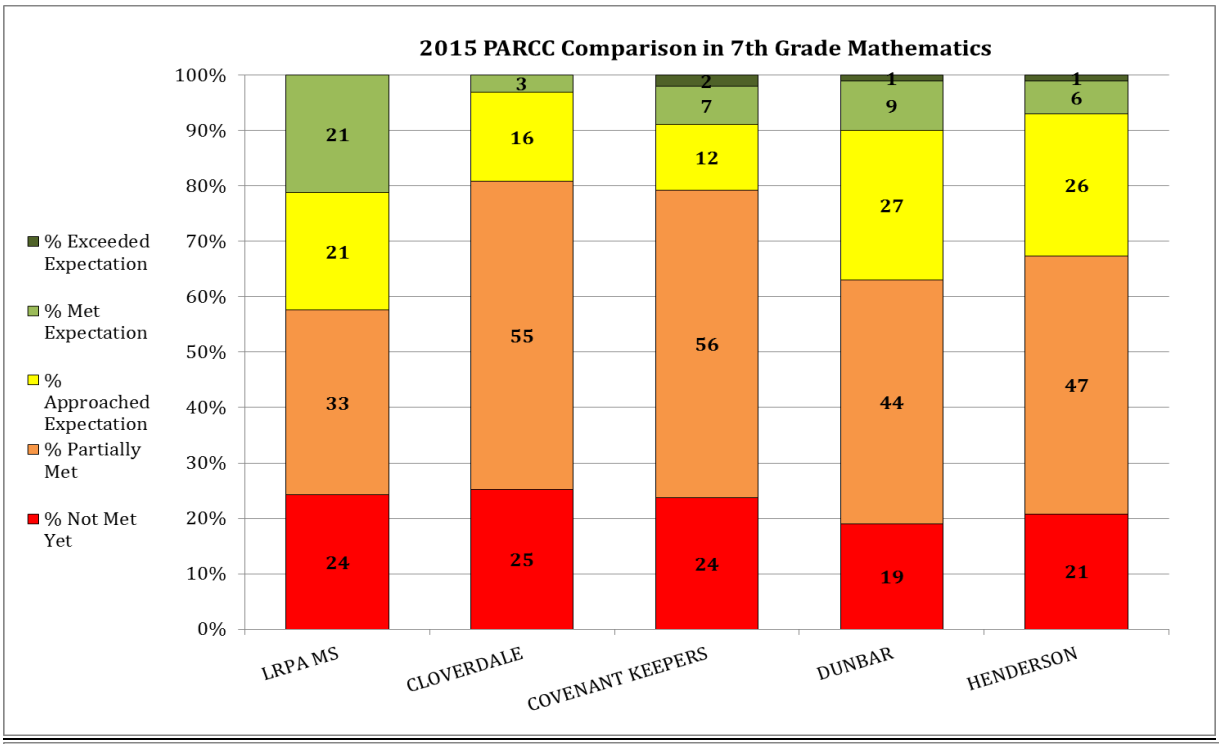

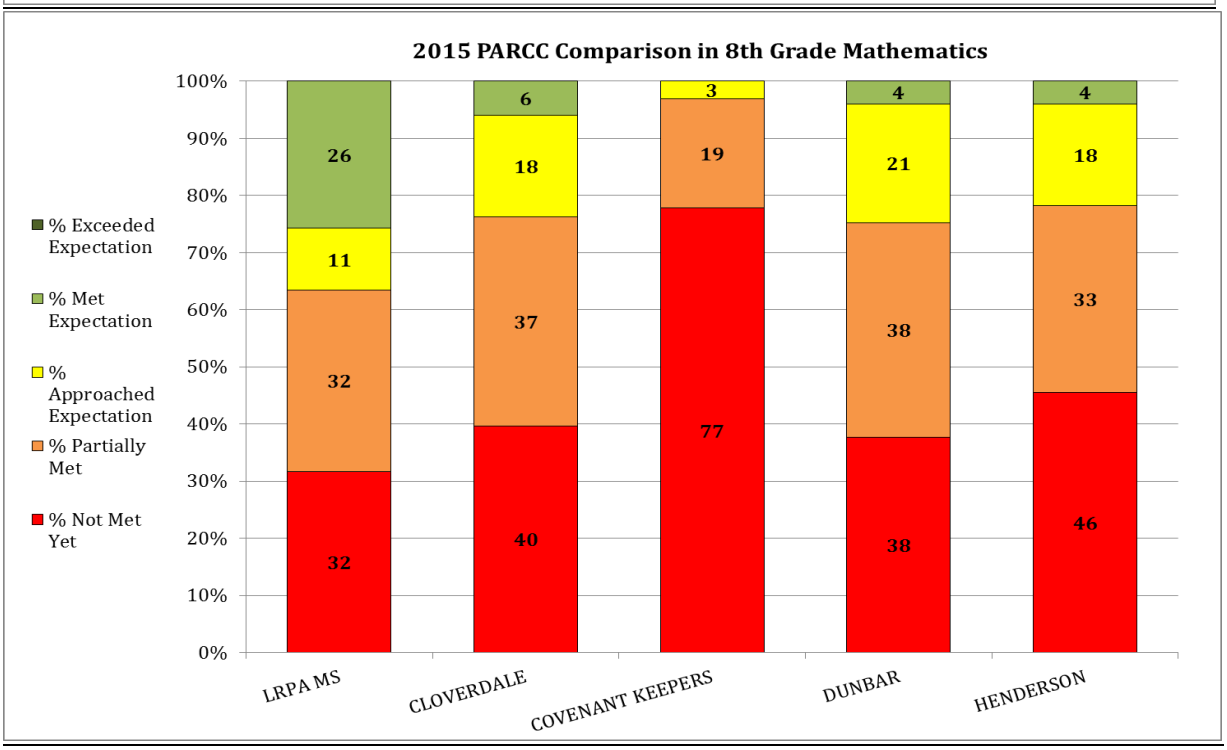

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*Goal #7: On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects among other elementary and middle schools with attendance zones in Central Little Rock.**

Status: Not applicable.

Rationale: Testing in other subjects was not required until the ACT Aspire was implemented, which requires testing of student proficiency in Science.

**Please Note: If the attendance zones change, the comparison will be done between LRPA and a sampling of other public elementary and middle schools with a similar percent of students who qualify for the Federal Free & reduced Lunch Program and are African American and/or Hispanic.*

Student Achievement Relative to the Little Rock School District

Goal #8: By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading in the Little Rock School District.

Status: LRPA is not making sufficient progress toward this goal.

Rationale: This goal is not supposed to be applicable to LRPA until 2016 and thereafter. Nonetheless, the bar chart shows how LRPA's scores compared with the Little Rock School District on the 2015 PARCC test in English Language Arts. The percent of LRPA students who met or exceeded was 10 percent lower than LRSD in 6th grade, 14 percent lower than LRSD in 7th grade, and 1 percent lower in 8th grade.

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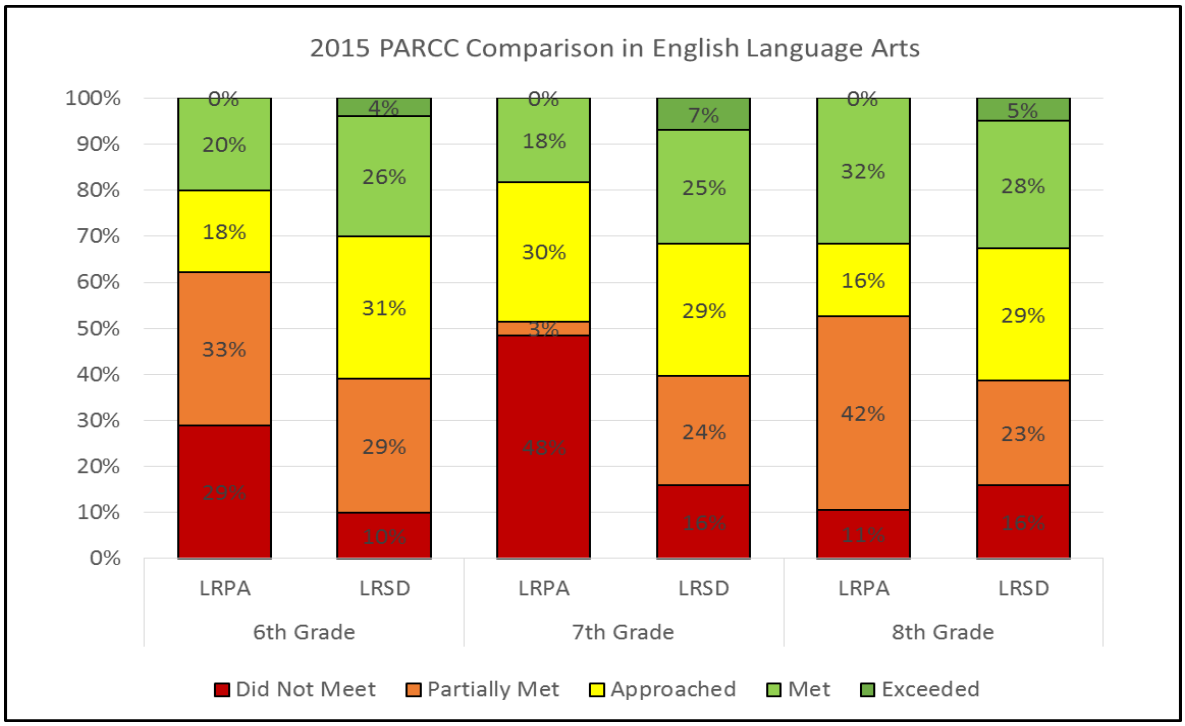

<u>Goal #9:</u> By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.

<u>Status:</u> LRPA met this goal in 2015.

<u>Rationale:</u> This goal is not supposed to be applicable to LRPA until 2016 and thereafter. Nonetheless, the bar chart shows how LRPA's scores compared with the Little Rock School District on the 2015 PARCC test in Mathematics. The percent of LRPA students who met or exceeded was 6 percent lower than LRSD in 6th grade, 7 percent higher than LRSD in 7th grade, and 16 percent higher in 8th grade.

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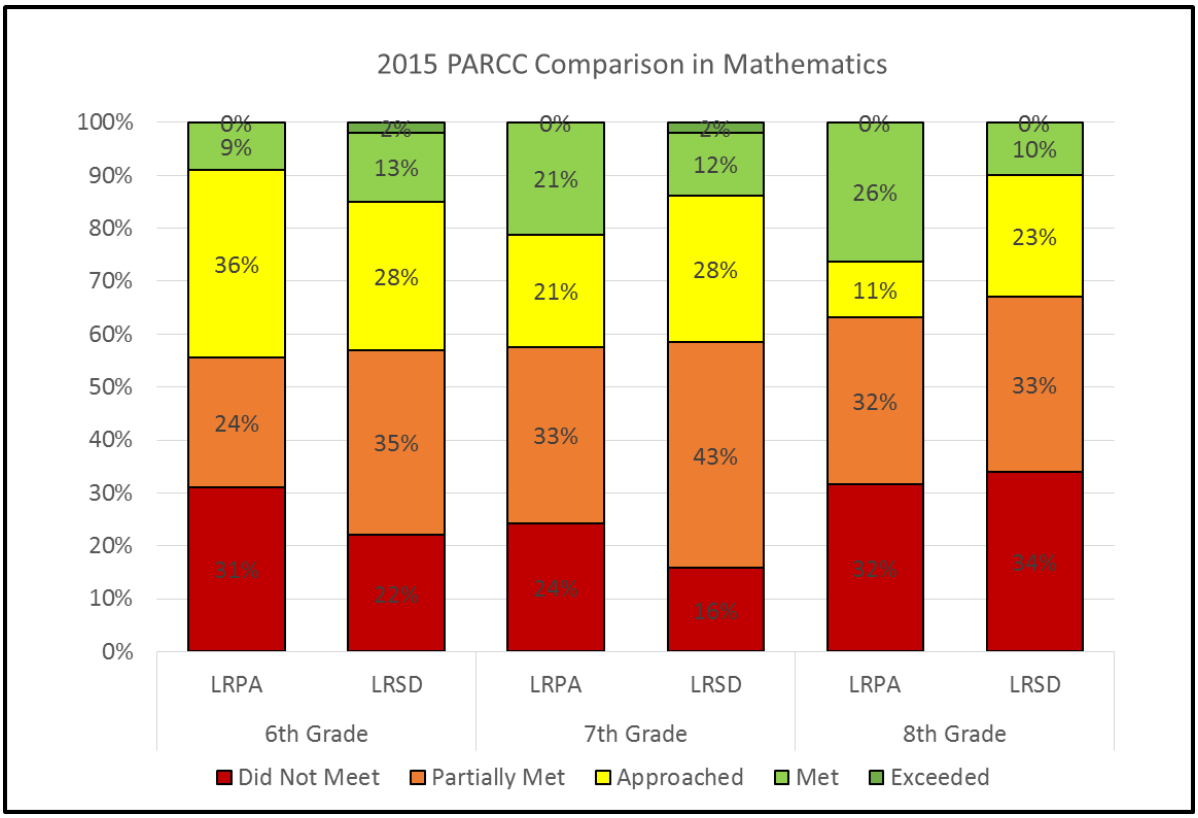


<u>Goal #10:</u> By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects in the Little Rock School District.

<u>Status:</u> Not applicable.

<u>Rationale:</u> Other subject areas were not tested on the PARCC, but will be tested on the ACT Aspire. This goal cannot be measured until 2016 and thereafter.

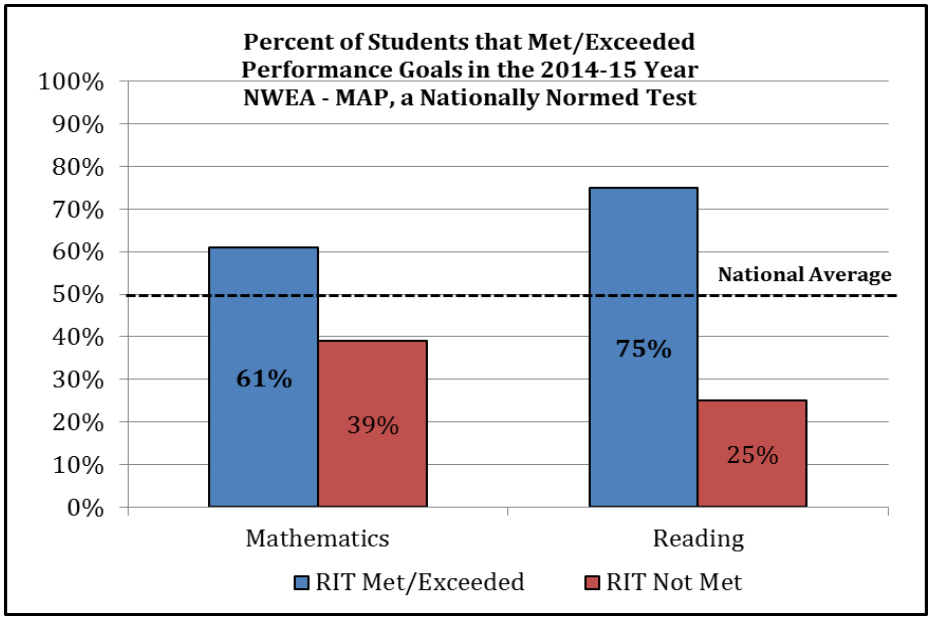
Student Growth across Grades 1-8

<u>Goal #11:</u> On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

<u>Status:</u> LRPA met this goal in the 2014-15 year.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Rationale: Each year, the Northwest Education Association (NWEA) provides individual performance goals to students that participate in the MAP. The goals are designed so that only 50 percent of students will meet or exceed their goals in the average participating school. As the bar graph below shows, LRPA enabled a significantly higher percent of students to meet/exceed performance goals in the 2014-15 year than among their peers nationally. A higher percentage of students met or exceeded their goals in Reading in the 2014-15 year than did in the 2013-14 year.



Goal #12: On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

Status: LRPA met this goal for the 2014-15 year.

Rationale: Each year, the Northwest Education Association (NWEA) provides individual performance goals for students that participate in the MAP. The goals are set so that only 50 percent of students will meet their goals in the average participating school. As the bar graph below shows, LRPA enabled a significantly higher percent of students to meet/exceed their performance goals in the 2014-15 year than among their peers nationally. A higher percent of students met or exceeded goals in Mathematics in the 2014-15 year than did in the 2013-14 year.

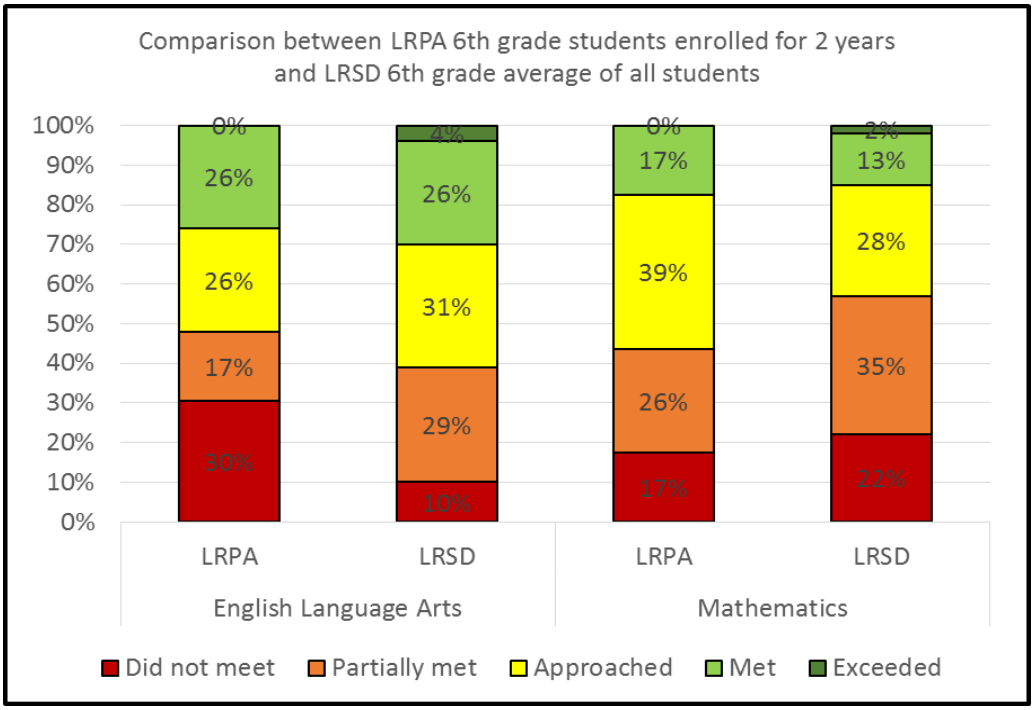
Little Rock Preparatory Academy
A Member of the Exalt Education Network

End of Sixth Grade

Goal #13: On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.

Status: LRPA is progressing towards this goal.

Rationale: LRPA has only completed 1 year of the 5 year period for which the goal was set. As the bar graph below illustrates, 26% of LRPA students enrolled for 2 years met expectation compared to 30% of LRSD students. LRPA can achieve the goal if we continue to increase the percent of students that score at or above Proficient.



Goal #14: On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.

Status: LRPA is progressing towards this goal.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Rationale: LRPA has only completed 1 year of the 5 year period for which the goal was set. As the bar graph on the previous page illustrates, 17% of LRPA students enrolled for 2 years met expectation compared to 15% of LRSD students. LRPA can achieve the goal if we continue to increase the percent of students that score at or above Proficient.

End of Eighth Grade

Goal #15: Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the State of Arkansas in grade 8.

Status: LRPA is progressing towards this goal.

Rationale: This goal is not supposed to apply until 2017-18. Below, the chart compares the percent of 8th grade students at LRPA who scored at or above proficient in Reading with the comparable percentage in the state of Arkansas. As this chart shows, LRPA made major progress towards achieving this goal for the first time in the 2014-15 year when 32 percent of 8th grade students scored at or above proficient versus 32 percent in the state of Arkansas.

State Test Scores of 8th Graders at LRPA Compared with State of Arkansas				
		Reading		
ACTAAP Comparison	**Cohort**	**LRPA**	**State**	**Comparison**
8th Grade in Spring 2012	None	N/A	N/A	N/A
8th Grade in Spring 2013	23	65	77	-
8th Grade in Spring 2014	14	64	77	-
PARCC Comparison				
8th Grade in Spring 2015	17	32	32	=

Some critics might attempt to write off such a rapid increase in scores as an anomaly, but LRPA has also experienced a consistent increase in student achievement gains on the NWEA MAP. During the same period, 8th grade students have gone from a modest increase to very impressive increases in national percentile between fall and spring pre- and post-testing.

NWEA MAP Gains of 8th Graders at LRPA				
		Reading		
First Three Classes	**Cohort**	**Fall**	**Spring**	**Gain/Loss**
8th Grade in 2012-13	20	34	36	+
8th Grade in 2013-14	13	34	45	+
8th Grade in 2014-15	19	30	42	+
Average Gain	**52**	**32**	**41**	**+**

Little Rock Preparatory Academy
A Member of the Exalt Education Network

The NWEA MAP gains show that LRPA's 8th grade students are registering strong performance on multiple measures.

Goal #16: Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the State of Arkansas in grade 8.

Status: LRPA exceeded this goal.

Rationale: This goal is not supposed to apply until 2017-18. Below, the chart compares the percent of 8th grade students at LRPA who scored at or above proficient in Mathematics with the comparable percentage in the state of Arkansas. As this chart shows, LRPA achieved this goal for the first time in the 2014-15 year when 26 percent of 8th grade students scored at or above proficient versus 17 percent in the state of Arkansas.

State Test Scores of 8th Graders at LRPA Compared with State of Arkansas				
		Mathematics		
ACTAAP Comparison	Cohort	LRPA	State	Comparison
8th Grade in Spring 2012	None	N/A	N/A	N/A
8th Grade in Spring 2013	23	34	65	-
8th Grade in Spring 2014	14	64	63	+
PARCC Comparison				
8th Grade in Spring 2015	17	26	17	+

Some critics might attempt to write off such a rapid increase in scores as an anomaly, but LRPA has also experienced a consistent increase in student achievement gains on the NWEA MAP. During the same period, 8th grade students have gone from a modest decline to a significant increase in national percentile between fall and spring pre- and post-testing.

NWEA MAP Gains of 8th Graders at LRPA				
		Mathematics		
First Three Classes	Cohort	Fall	Spring	Gain/Loss
8th Grade in 2012-13	20	40	39	-
8th Grade in 2013-14	13	38	41	+
8th Grade in 2014-15	19	34	37	+
Average Gain	**52**	**37**	**39**	**+**

The NWEA MAP gains show that LRPA's 8th grade students are registering strong performance on multiple measures.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Goal #17: On average over the 5-year period of the charter, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.

Status: LRPA is exceeding this goal.

Rationale: Eighty-eight percent of the first 3 successive classes of graduating 8th grade students have enrolled in LRPA board-of-trustees approved college-preparatory high school programs as illustrated below.

8th Grade Placement into College-Prep High School Programs			
Little Rock Public High Schools	**2013**	**2014**	**2015**
Central High School	10	3	1
e-Stem High School	1		2
Hall High School	1	1	1
J.A. Fair High School	3	2	3
Lisa Academy	1		3
McClellan High School	1		3
Parkview High School	2	2	1
Total Placements	**19**	**8**	**14**
Other High Schools			
Bryant High School		2	
Conway High School		1	
Mills University Studies			2
North Little Rock High School	2		
Robinson High School			1
Out of state transfers	2	3	
Total Placements	**4**	**6**	**3**
College Programs Within Public High Schools			
Trio Program	11		7
AVID Program	7	3	3
Pre-AP or AP		4	4
Total Placements	**18**	**7**	**14**
Total Graduating Students	24	14	19
Number Enrolled in College-Prep Programs	23	11	16
Percent of Total	**96%**	**79%**	**84%**
3 Year Placement Rate into College-Prep Programs			**88%**

Goal #18: Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, 8th grade students who have been enrolled at least 4 years will achieve equal to or better than an average score indicative of pre-AP and/or AP course preparedness on the Spring Explore Exam.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

Status: Not applicable.

Rationale: This goal cannot be measured until 2017-2018 year and thereafter. LRPA's management has not yet performed the underlying analysis necessary to examine performance relative to this goal.

VIII. An explanation, with supporting data, of the utilization of approved waivers and how those waivers assist in meeting current charter goals

As this report has highlighted, LRPA has a unique mission to a special population. Over the past 5 years, we have made many improvements as we have grown and adapted to our population. Many more need to be made as we strive to fulfill our mission and achieve excellence. A few of these improvements are highlighted in Section II above, which addresses innovation.

Our leadership team, including board of trustees and management, are continuously adjusting our practices to better meet the needs and preferences of our students and families. To be successful, we believe that we must extend a broad continuum of services and supports to our students, so we must be in a position to allocate resources flexibly. Waivers from state law and ADE rules are essential in affording LRPA the flexibility to be able to advance our mission.

Specifically, waivers enable LRPA to meet the current charter goals in five basic ways:

1. Attracting talented, effective faculty, staff and administration. It is very difficult to find practitioners who are both passionate about and effective at serving LRPA's target population! By operating with waivers from state licensure and compliance requirements, LRPA is able to retain teachers, staff and administrators with deep subject content expertise and mission alignment who are effective in serving LRPA's students. These teachers are highly qualified under state and federal guidelines, but may not yet be licensed, have an Arkansas teacher's license, or have completed an applicable education degree as part of their formal education.

2. Waivers allow LRPA to offer programs, staffing and services that cater to the unique needs of students and families. By extending the school day and year beyond state requirements, for example, LRPA is able to better meet the needs of single working parents and accelerate the achievement gains of students who enroll at low achievement levels.

3. Waivers allow LRPA to focus more coursework, learning time and resources in core subjects where intensive instruction is needed. By having waivers from gifted and talented requirements, media center staffing, or Social Studies in the primary school

Little Rock Preparatory Academy
A Member of the Exalt Education Network

grades, for example, LRPA is able to allocate more time and resources towards the development of strong reading and mathematics skills.

4. Waivers help LRPS save costs. This year, LRPA expects to receive approximately $8,300 per student in operating revenue, yet we are educating a student population that is typically quite expensive for traditional districts to serve because of all the costs associated with special education, small student-to-staff ratios, administrative overhead and other factors of expense. Through waivers, LRPA is able to eliminate unnecessary factors of expense and allocate resources in ways that contribute the most value to student learning.

5. Waivers help LRPA achieve greater operational efficiency. LRPA has minimized the central office overhead that burdens many school districts, which has been supported through waivers from traditional superintendent requirements and website reporting.

The waivers that LRPA has obtained are beneficial in these five ways. The following is an outline of each of the waivers that has been granted to LRPA, including the reference number, subject and contribution that the waiver makes towards the 5 goals set forth above. Because these waivers were granted in 2008 and 2014, they have been fully integrated into LRPA's governance, managerial and human resources practices, including handbooks, policy manuals and trainings. Making a change in such expectations is disruptive and potentially dilutive to LRPA's mission and immediate performance priorities.

Title 6 of the Arkansas Code Annotated (Education Code)		
Reference Number	**Subject**	**Rationale for Approval**
6-10-106	School Year Date	To cater to the unique needs of students and families (Goal #2 above), LRPA has extended its yearly calendar to 200 days. The calendar starts in mid-August and ends in late June, which provides students with more learning time, minimize summer learning regression, and minimizes parent expense for summer camps and student care.
6-13-109 et seq.	Superintendent Licensure & Mentoring	To achieve greater operational efficiency (Goal #5 above), LRPA retains a superintendent with an MBA and nontraditional background who can oversee the financial and operational aspects of the organization while keeping academic leadership at the campus level where it is most directly beneficial to students and families.
6-13-601 et seq.	District Board of Directors	To help achieve greater operational efficiency (Goal #5 above), LRPA's board of trustees follows the Carver Policy Governance

Little Rock Preparatory Academy
A Member of the Exalt Education Network

	Generally	Model, which requires the board to function in a disciplined manner that focuses on achieving desired "ends" instead of trying to manage "means" while implementing a rigorous policy framework.
6-14-101 et seq.	School Elections	To help achieve greater operational efficiency (Goal #5 above), LRPA does not administer local school board elections nor require school board campaigning. The board of trustees is self-appointing and perpetuating, which supports fidelity to the mission and target population.
6-15-1004	Qualified Teachers in Every Classroom	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain expertise first in hiring teachers, and then supports the teachers that we hire in obtaining appropriate licensure.
6-16-102	Length of School Day	To cater to the unique needs of students and families (Goal #2 above), LRPA has extended its school day. LRPA's day runs from 7:00 am to 4:30 pm on Monday, Tuesday, Thursday and Friday and from 7:00 am to 1:00 pm on Wednesday, which caters to parents' full-time working schedule & family priorities.
6-16-124	Arkansas History	To focus more coursework, learning time and resources in core subjects (Goal #3 above), LRPA teaches the Arkansas Social Studies Curriculum Framework.
6-17-111	Duty Free Lunch Periods	To achieve greater operational efficiency (Goal #5 above), LRPA negotiates lunch and break expectations with teachers on an individual basis, which meets the school's needs while also supporting teachers' personal priorities. Every teacher receives a 30 minute lunch break.
6-17-201 et seq.	Requirements – written personnel policies – teacher salary schedule	To attract talented, effective faculty (Goal #1 above) and achieve greater operational efficiency (Goal #5 above), LRPA compensates teachers for past experience and performance and implements its own personnel policies. LRPA utilizes well codified policies that have been systematically developed and implemented over 5 years.
6-17-203	Committee on personnel policies – members	To achieve greater operational efficiency (Goal #5 above), LRPA provides each Principal with greater empowerment and flexibility to implement personnel policies. Teachers were directly involved in the development of personnel policies.
6-17-301	Employment of certified personnel	To attract talented, effective faculty and administrators (Goal #1 above), LRPA prioritizes mission alignment and specialized

Little Rock Preparatory Academy
A Member of the Exalt Education Network

		expertise first, and then supports staff members in obtaining appropriate certification.
6-17-302	Principals - responsibilities	To achieve greater operational efficiency (Goal #5 above) and cater to the unique needs of students and families (Goal #2 above), LRPA has a dedicated 4-person administrative team run the Middle School, which allows the Principal greater flexibility and managerial capacity.
6-17-309	Certification to teach grade or subject matter – Exceptions – Waivers	To attract talented, effective faculty (Goal #1 above) and save costs (Goal #4), LRPA prioritizes mission alignment and domain specific expertise in English Language Arts and Math first. LRPA – Middle School is a small school with 119 students and fewer than 9 teachers.
6-17-401	Teacher licensure requirement	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain content expertise first in hiring teachers, and then supports the teachers that we hire in obtaining appropriate licensure.
6-17-418	Teacher licensure – Arkansas history requirement	To attract talented, effective faculty (Goal #1 above) and save costs (Goal #4), LRPA prioritizes mission alignment, behavior management skills and domain specific expertise in English Language Arts and Math first. LRPA – Middle School is a small school with 119 students and fewer than 9 teachers. Without a waiver, it would be potentially detrimental in serving our mission to try to employ teachers with all required subjects and grades.
6-17-902	Definition of a teacher as licensed	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain expertise first in hiring teachers, and then supports the teachers that we hire in obtaining appropriate licensure. All teachers are highly qualified under state guidelines.
6-17-919	Warrants void without valid certification and contract	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain expertise first in hiring teachers, and then supports teachers in seeking appropriate licensure / certification.
6-17-114	Daily planning period	LRPA – Middle School is a small school with 119 students and fewer than 9 teachers. To achieve greater operational efficiency (Goal #5 above), LRPA has put in place a unique weekly schedule that grants teachers more planning time on Wednesdays and less planning time on other days so that they can staff additional

Little Rock Preparatory Academy
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		activities (recess, lunch, physical education, etc.).
6-17-1501 et seq.	Teacher Fair Dismissal Act	To achieve greater operational efficiency (Goal #5 above), LRPA seeks to employ human resource practices that are efficient and effective. This waiver also supports LRPA in offering programs and staffing that meet the unique needs of students and families (Goal #2 above). If teachers prove ineffective in managing student behavior or engaging students in learning, LRPA has the flexibility to extend support, stage interventions, and if necessary, negotiate exit arrangements.
6-17-117	Non-instructional duties	LRPA – Middle School is a small school with 119 students and fewer than 9 teachers. To save cost (Goal #4 above) and achieve greater operational efficiency (Goal #5 above), LRPA negotiates individual arrangements for non-instructional duties with staff members.
6-17-1701 et seq.	Public School Employee Fair Hearing Act	To achieve greater operational efficiency (Goal #5 above), LRPA seeks to employ human resource practices that are efficient and effective. LRPA provides all employees with recourse through a personnel handbook, grievance process and whistleblower policy, which supports greater speed and individualization in decision-making. Employees are informed of the policies through training, distribution of personnel manuals and periodic reminders.
6-17-2201	Classified School Employee Minimum Salary Act	This waiver allows LRPA to save costs (Goal #4 above) by saving money on the minimum salary of classified school employees with limited previous work experience. In return, LRPA attracts talented faculty, staff and administration (Goal #1) by allocating more resources towards paying experienced teachers and administrators.
6-17-427 et seq.	Superintendent Licensure & Mentoring	To achieve greater operational efficiency (Goal #5 above), LRPA retains a superintendent with an MBA and nontraditional background who can oversee the financial and operational aspects of the organization while keeping academic leadership at the campus level where it is most directly beneficial to students and families.
6-18-1001 et seq.	Guidance & Counseling Services	LRPA – Middle School is a small school with 119 students, 9 teachers and 4 dedicated site administrators in essential areas. This waiver allows LRPA to save cost (Goal #4 above) and achieve greater operational efficiency (Goal #5 above) by avoiding employing full-time practitioners. LRPA meets these needs through contracted services.

Little Rock Preparatory Academy
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6-42-101 et seq.	Gifted & Talented Children	Through this waiver, LRPA is able to focus more coursework, learning time and resources in core subjects where intensive instruction is needed (Goal #2). In addition, LRPA is able to offer programs, staffing and services that cater to the unique needs of students and families (Goal #1). Instead of providing conventional gifted and talented programming, LRPA – Middle offers the Learning Pass, a hands-on experiential learning program that enables academically advanced students to learn at a network of partner institutions throughout Little Rock.

ADE Rules Governing Standards for Accreditation of Arkansas Public Schools & Districts		
Reference Number	**Subject**	**Rationale for Approval**
9.03.3.4	Grades 5-8 Social Studies	Through this waiver, LRPA is able to focus more coursework, learning time and resources in core subjects where intensive instruction is needed (Goal #2).
10.02	Class Size and Teaching Load (maximum of 34 students per class)	This waiver enables LRPA to offer programs that cater to the unique needs of students and families (Goal #1). In grades K-5, LRPA has a unique co-teaching schedule, which allows for 2 highly qualified teachers to serve a class of up to 34 students in a staggered schedule, with one teacher working from 7:30 am to 3:00 pm and the other teacher working from 8:30 am to 5:00 pm.
10.03	Instructional Materials	This waiver allow LRPA to focus more coursework, learning time and instructional resources in core subjects where intensive instruction is needed (Goal #3). This waiver also enables LRPA to offer programs, staffing and services that cater to the unique needs of students and families (Goal #2).
15.01	School District Superintendent	To achieve greater operational efficiency (Goal #5 above), LRPA retains a superintendent with an MBA and nontraditional background who can oversee the financial and operational aspects of the organization while keeping academic leadership at the campus level where it is most directly beneficial to students and families.

Little Rock Preparatory Academy
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15.02	Principals	To achieve greater operational efficiency (Goal #5 above) and cater to the unique needs of students and families (Goal #2 above), LRPA has a dedicated 4-person administrative team run the Middle School, which allows the Principal greater flexibility and managerial capacity.
15.03.1	Requiring all administrative, teaching, and other personnel to hold a current, valid Arkansas license	To attract talented, effective faculty (Goal #1 above), LRPA recruits broadly, including attracting teachers and administrators from other states. Without the waiver, this requirement impedes the teacher recruitment and relocation process. LRPA conducts rigorous screening including completing background checks on all teachers.
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain expertise first in hiring teachers, and then supports teachers in seeking appropriate licensure / certification. LRPA meets state requirements for highly qualified teachers.
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450	LRPA – Middle School is a small school with 119 students and 9 teachers. This waiver allows LRPA to save the cost (Goal #4 above) associated with employing a certified counselor for such a small student body. Contracted services are retained as needed to address student needs.
16.02.3	Requiring a licensed library media specialist	LRPA – Middle School is a small school with 119 students and 9 teachers. This waiver allows LRPA to save the cost (Goal #4 above) associated with employing a licensed library media specialist. Students are assisted with their library materials by their classroom teachers.
16.02.4	Minimum requirements for school's media collection	LRPA – Middle School is a small school with 119 students and 9 teachers. This waiver allows LRPA to save the cost (Goal #4 above) associated with furnishing a large media collection for a small school. Instead, LRPA has invested in the purchase of classroom literature, laptops, Chromebooks and the licensing of electronic curricula (such as Compass Learning and Khan Academy), which alleviate the dependence on a

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		more conventional media collection.
16.03.1	School Nurse	LRPA – Middle School is a small school with 119 students and 9 teachers. This waiver allows LRPA to save cost (Goal #4 above) and achieve greater operational efficiency (Goal #5 above) by avoiding employing a full-time nurse at such a small school. Instead LRPA meets students' needs for vision, hearing and BMI screening, administration of medication and on-call health services through contracted services with qualified nurses, which are administered across campuses.
18.01-18.03	Gifted and Talented Programs	Through this waiver, LRPA is able to focus more coursework, learning time and resources in core subjects where intensive instruction is needed (Goal #2). In addition, LRPA is able to offer programs, staffing and services that cater to the unique needs of students and families (Goal #1). Instead of providing conventional gifted and talented programming, LRPA – Middle offers the Learning Pass, a hands-on experiential learning program that enables academically advanced students to learn at a network of partner institutions throughout Little Rock.

Waivers from Other Rules	
Subject	**Rationale for Approval**
Substitute Teachers	To save cost (Goal #4 above), LRPA utilizes unique methods for attracting a pool of highly qualified substitute teachers, which requires flexibility.
ADE Rules Governing Parent Notification of a Non-Licensed Teacher	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain content expertise first in hiring teachers, and then supports the teachers that we hire in seeking appropriate licensure. Without a waiver, this notification would penalize LRPA for prioritizing the teacher attributes described above.
Administrative Licensure	To achieve greater operational efficiency (Goal #5 above), LRPA

Little Rock Preparatory Academy
A Member of the Exalt Education Network

	retains a superintendent with an MBA and nontraditional background who can oversee the financial and operational aspects of the organization while keeping academic leadership at the campus level where it is most directly beneficial to students and families.
Teacher Licensure	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain content expertise first in hiring teachers, and then supports the teachers that we hire in seeking appropriate licensure.
ADE Rules for Gifted & Talented Program Approval Standards	Through this waiver, LRPA is able to focus more coursework, learning time and resources in core subjects where intensive instruction is needed (Goal #2). In addition, LRPA is able to offer programs, staffing and services that cater to the unique needs of students and families (Goal #1). Instead of providing conventional gifted and talented programming, LRPA – Middle offers the Learning Pass, a hands-on experiential learning program that enables academically advanced students to learn at a network of partner institutions throughout Little Rock.
Certified Staff Salary Schedule	This waiver allows LRPA to attract talented faculty, staff and administration (Goal #1) by negotiating compensation with individual employees in a manner that better takes into account individual differences in desired subject domain expertise, relevant experience and performance record.
ADE Rules Governing Educator Licensure 317-1 to 317-40 Flexibility in Licensure & Certification	To attract talented, effective faculty (Goal #1 above), LRPA prioritizes mission alignment, behavior management skills, and subject domain content expertise first in hiring teachers, and then supports the teachers that we hire in seeking appropriate licensure.
ADE Rules Governing the School Superintendent Mentoring Program 310-1 to 310-4 Superintendent Mentoring Program	To achieve greater operational efficiency (Goal #5 above), LRPA retains a superintendent with an MBA and nontraditional background who can oversee the financial and operational aspects of the organization while keeping academic leadership at the campus level where it is most directly beneficial to students and families.
ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries & Documents Posted to District Website 318-1 to 318-5	This waiver allows LRPA to attract talented faculty, staff and administration (Goal #1) by negotiating compensation with individual employees in a manner that better takes into account individual differences in desired subject domain expertise, relevant experience and performance record.

Little Rock Preparatory Academy
A Member of the Exalt Education Network

IX. A summary of the overall effectiveness of the charter school.

On January 15, 2016, the leadership team of LRPA Middle School submitted a Needs Assessment to the Arkansas Department of Education (ADE). The Needs Assessment examined the Middle School's performance relative to the 7 principles of school turnaround set forth in the Federal Elementary & Secondary Education Act.

To compose the Needs Assessment, LRPA's team drew on a variety of sources and reference points including:

- A 45 day plan, which was submitted to ADE for the 2nd quarter of the 2015-16 year as part of the 1st semester, 1st year Priority School requirements;
- Guidance and resources from the School Improvement liaisons with ADE;
- In-depth review by the board of trustees of LRPA;
- A parent focus group conducted in November 2015;
- Staff and parent satisfaction surveys conducted in spring 2015;
- 2014-15 and 2015-16 performance dashboards with leading indicators of student engagement, behavior and learning;
- NWEA MAP gains from fall to spring in each of the past three years; and
- PARCC data from spring 2015.

To provide a brief summary of overall effectiveness, we rated the Middle School using the following system:

Performance Rating System	
Beginning stages of developing practice.	**Formative**
Systematically implementing & improving practice.	**Developing**
Refining practice. Clear evidence of significant growth.	**Good**
High absolute level of measurable performance.	**Excellent**

Little Rock Preparatory Academy
A Member of the Exalt Education Network

LRPA's leadership believes in taking a mindset of continuous improvement to every aspect of what we do. As a result, we did not have any difficulty finding areas for improvement in every one of the seven categories. However, by applying the rating system in a rigorous fashion, we were able to determine that LRPA – Middle School is currently performing consistent with the matrix shown below:

7 Principles of Effective Schools		
Principle	**Description**	**Rating**
1. Strong Leadership	Retaining and supporting a strong site management team.	**Developing**
2. Effective Teachers	Teachers who are determined to be effective with ongoing professional development, evaluation and support.	**Good**
3. Use of Time / Student Engagement	Adequate time for student learning and teacher collaboration.	**Developing**
4. Curriculum & Instruction	Rigorous, research-based and aligned with state academic standards & assessments.	**Excellent**
5. Use of Data	To inform instruction and guide continuous improvement with time for collaboration around the use of data.	**Excellent**
6. School Environment / Student Retention	Provide environment conducive to meeting the needs of the whole child. Addressing students' social, emotional & health needs. Ensure safety, discipline & health.	**Formative**
7. Stakeholder Engagement	Engagement of board, family, authorizer and community.	**Good**

Below, the narrative provides a brief description of the Middle School's status and needs assessment relative to each of the seven areas.

Little Rock Preparatory Academy

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Principle 1: Strong Leadership	Developing

Rationale: The LRPA – Middle School cannot be excellent without an experienced, mission-driven, dedicated Principal at the helm who is leading with significant authority and the full support of the board of trustees, management organization and faculty. Currently, the Middle School benefits from the efforts of a strong Interim Principal, Director of Curriculum and Instruction, Dean of Students, and Office Manager who are working hard to implement and improve practice.

Explanation: The Middle School Principal passed away unexpectedly in September 2015. At the time of her passing, Mrs. Jennifer McMahan had been groomed and promoted into roles of increasing leadership authority for 3 years. A dedicated four-person team is currently managing the campus. A search for a permanent replacement will commence in March 2016.

Next Steps: A search for a permanent Principal will commence in the spring of 2016 for the 2016-17 year. Hiring qualifications will emphasize: (a) attracting a diverse pool of qualified candidates; (b) identifying candidates with a proven record of performance serving similar populations; and (c) offering competitive compensation so as to attract a highly qualified candidate with strong academic leadership experience. Hiring a qualified Principal is challenging because, at 119 students in grades 6-8, the Middle School is so small that resources are limited. It is anticipated that a hiring panel – which includes board trustees, administrators, teachers and parents – will be assembled to interview candidates and select a permanent Principal for the Middle School. No hire will be made until the right candidate has been identified.

Principle 2: Effective Teachers	Good

Rationale: The faculty is dedicated to the mission, performance driven and cohesive as a team. The Middle School is anchored by a strong English Language Arts department chair, Mr. Aaron Mickens, and a strong Mathematics department chair, Mrs. Raven Washington.

Explanation: The quality of the faculty has improved steadily for the past 3 years. The retention rate was 85 percent from the 2014-15 year to the 2015-16 year. The faculty is well-trained, has close relationships with students, possesses a good understanding of how to manage classroom behavior, teaches with urgency, and is committed to performing. Deeper expertise is needed in

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subject-area domains, but the systematic growth of such expertise comes with structured professional development, longevity and excellent support.

Next Steps: Additional steps can be taken to support continuous improvement. Hiring must emphasize attracting candidates with deep subject domain knowledge and proven teaching experience with similar populations. A chief operating officer, who is an experienced human resource administrator and school manager, will spearhead hiring for the 2016-17 year. More outreach is being done to source, recruit and retain high quality candidates. LRPA's management has increased teacher pay gradually over the past 4 years so as to attract and retain the most effective, seasoned teachers. A special emphasis is being placed on developing strong teacher leaders, who serve as department chairs, grade level leads and master teachers.

Principle 3: Use of Time / Student Engagement	**Developing**

Rationale: LRPA offers a longer school day and year so that students benefit from over thirty percent more learning time annually than they would in surrounding schools. The day is structured so that students receive intensive instruction in core subjects. Students who excel in core subjects have the opportunity to participate in hands-on experiential learning. As this description makes clear, the Middle School has already taken a number of steps to develop and refine its school day and calendar year so that time is used effectively.

Explanation: Even after 3 years of persistent effort, between 10 and 15 percent of students struggle with disengagement due to chronic absenteeism, tardiness and misbehavior patterns. Despite great effort on the part of the administration, these students distract their classmates and pose a threat to the overall learning climate of the school. The Middle School is seeking effective strategies for maximizing the engagement of these students, which will improve the entire student body's focus and use of time.

Next Steps: Over the past year, data analysis of student engagement indicators – including absenteeism, tardiness and behavior – has yielded the finding that between 10 and 15 percent of students are not benefitting from LRPA's programs because they are missing too much learning time. Frequently, these factors are difficult to address with parents because they are sensitive and unique to each child and family situation. The root problems may be transitions in residence or jobs, health problems, a parent trying to complete night school, infant care or even car problems. Nonetheless, steps must continue to be taken to address chronic tardiness, chronic absenteeism, and too many early check-outs. LRPA's team is currently gathering input from other school operators and seeking effective strategies as we engage with affected students. Possible activities include more incentives for high attendance and timeliness such as pizza parties and lunch with

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the principal. Other solutions may include more parent support with transportation, parenting, family counseling, and/or workforce referrals.

Over the past two years, the top reason that parents have cited for withdrawing their students is relocation out of the immediate service area surrounding the campuses. The second most common reason that parents have cited is difficulty with transportation. One way to improve student engagement is by giving parents more support with transportation, yet resource constraints have limited LRPA's capacity to address this issue. Currently, LRPA has a $70,000 transportation budget, which supports the operation of a bus that transports an average of over 50 students between the Primary School and Middle School campuses during arrival and dismissal. This bus makes it possible for parents to drop off and pick up students at either campus irrespective of grade level. Over the next 1-2 years, LRPA's management hopes to improve transportation services for families.

Principle 4: Curriculum & Instruction	Excellent

Rationale: Curriculum, instruction and assessment were among the past Middle School Principal's core areas of strength. Consequently, curriculum and instruction in Reading / ELA and Mathematics has been steadily refined over the past 3 years as the state has adopted new standards and assessments. Student achievement gains have improved and become more widespread.

Explanation: In the 2013-14 year, the Middle School transitioned to the new state standards and assessments quickly and fully. Consequently, students have registered increasingly strong, widespread achievement gains the past 3 years. Improvements must be made to adapt to the ACT Aspire assessment system, which includes testing in Science.

Next Steps: At the start of the 2015-16 year, a Director of Curriculum & Instruction was promoted into a school-wide position to support the Middle School. This individual is acting effectively, but like all members of LRPA's team, deserves continued professional development and structured support. The Interim Principal can also benefit from continued support in the areas of curriculum, instruction and performance evaluation. LRPA's management organization, Exalt Education, provides administrator development services through a weeklong summer institute, structured professional learning throughout the year, and accessing outside resources like the School Leader Fellowship Program at the Arkansas Public School Resource Center (APSRC).

Little Rock Preparatory Academy
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Principle 5: Use of Data	Excellent

Rationale: The Middle School team has become very adept at using data from frequent interim testing to guide instruction. The past Middle School Principal helped her team develop the capacity to use data to drive targeted instructional decision-making.

Explanation: The development of data capabilities began with implementing the NWEA MAPs and Illuminate tests in the 2011-12 and 2013-14 years respectively. By hiring a director of performance evaluation, LRPA's management organization has put tools in place for collecting data, conducting routine analysis, and facilitating data-driven decision-making. For the past 2 years, data from a variety of leading indicators of student engagement, behavior and achievement has been compiled into performance dashboards, which are reviewed on a monthly basis. Teachers regularly review data and develop strategies for improving their practice. Students track and own their data.

Next Steps: Using data to effectively drive instruction is a "team sport," not an individual activity. It is an ongoing problem-solving exercise that requires the entire school team working together to review data, identify areas of strength and weakness, brainstorm solutions, and make effective adjustments. The Interim Principal and Director of Curriculum & Instruction must continue to receive support with test design, data analysis and instructional direction. In the process of engaging with ADE's School Improvement liaisons, LRPA's management team has been discussing ways of increasing teacher collaboration and capacity-building in the areas of grading and report cards, lesson preparation and exemplary instructional delivery.

Principle 6: School Environment / Student Retention	Formative

Rationale: The behavior climate is good. Students are learning in a focused, engaged atmosphere. They feel a sense of value, confidence in their abilities, and belonging. However, the school environment is not appealing to students or parents. The school lacks the athletic, outdoor and extracurricular facilities that parents expect from middle schools. Continuing student turnover is the biggest single challenge to fulfilling LRPA's mission.

Explanation: The Middle School has a dedicated site management team that includes an Interim Principal, Dean of Students, Director of Curriculum and Instruction, and Office Manager. The school is small, safe and close-knit with 119 students in grades 6-8 and 14 total staff members.

Little Rock Preparatory Academy
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Next Steps: Student turnover has been an ongoing challenge for the Middle School. In conjunction with the Needs Assessment process, our leadership team is addressing student retention more actively than ever before. For example, when the Interim Principal learned that parents were considering withdrawing 3 students prior to the winter break, she persuaded parents to keep their children enrolled by revisiting the students' academic progress with the families. LRPA's efforts will continue to be strengthened.

In a November 2015 focus group with parents, it was evident that parents are dissatisfied with the limitations of the Middle School facility and the lack of athletic and extracurricular offerings. Parents are very concerned with the safety of surrounding middle schools and high schools, but do not see LRPA as a long-term option for their children because LRPA only serves students through 8th grade.

Principle 7: Stakeholder Engagement	Good

Rationale: LRPA is a member of the Central Little Rock Promise Neighborhood, a collaboration of 7 different partner institutions. Through an experiential learning program called The Learning Pass, the Middle School has established partnerships with over ten different community institutions. LRPA is doing well in this area, but must continue to deepen its relationships with students and families, elevate its visibility in the community, and seek support through meaningful partnerships with mission-aligned organizations.

Explanation: Between January 2011 and January 2015, LRPA grew its enrollment from 65 students in grades 5-6 to 430 students in grades K-8. The 2015-16 year is the first year that LRPA is fully enrolled at its charter enrollment cap with waiting lists in the early grades. LRPA serves high-needs families who are very focused on finding quality options for their children, but frequently are not in a position to be very engaged in their children's education. Nonetheless, they make the effort to transport students to and from school daily, come in for quarterly learning conferences, and communicate regularly with school staff. Parent relationships and engagement is a key area of strength for the Interim Principal.

Next Steps: LRPA must continue to deepen its relationships with its families and elevate its visibility in the community so as to attract more stakeholders and partner organizations. This area has been the subject of careful consideration by LRPA's board of trustees. Plans include:

Little Rock Preparatory Academy
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- Developing a community relations committee to conduct "ownership linkage" activities, build stronger ties between and among all members of the school community, and conduct outreach to organizations and individuals.
- Deepening the affinity that students feel for the school. If students want to be at school because of the close-knit relationships that they enjoy with teachers and their peers, they will make sure that their parents get them there on time. If students enjoy the school's programs, they will view the school as more of a voluntary privilege and less of a compulsory obligation.
- Creating a more attractive "home away from home" for parents. When parents engage in enrichment activities, athletic programs and extracurricular offerings as coaches, boosters, volunteers and chaperones, they give LRPA more time and priority as a natural extension of their activities.

As this summary of the Needs Assessment demonstrates, the Middle School of LRPA must focus on making immediate, significant progress in the three areas of Leadership; the Use of Time / Student Engagement; and School Environment / Student Retention. As these three areas are addressed, the Middle School will be able to continue moving down the path to become an exemplary community public school.

Mission Statement and Charter Goals

Little Rock Prep

Mission Statement:

Little Rock Preparatory Academy prepares middle school students to excel in high school, and beyond, by providing a high-quality education, ensuring mastery of the core subjects, and developing the key behaviors required for educational and personal success.

Goals:

- ☐ On average over the 5-year period of the charter, the percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.
- ☐ As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.
- ☐ Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.
- ☐ As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

Student Growth across Grades 1-8

- ☐ On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.
- ☐ On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

End of Third Grade

- ☐ On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 3.
- ☐ On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 3.

End of Sixth Grade

- ☐ On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.
- ☐ On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.

End of Eighth Grade

- ☐ Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the State of Arkansas in grade 8.
- ☐ Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the State of Arkansas in grade 8.
- ☐ On average over the 5-year period of the charter, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.
- ☐ Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, 8th grade students who have been enrolled at least 4 years will achieve equal to or better than an average score indicative of pre-AP and/or AP course preparedness on the Spring Explore Exam.

This section assumes that the State of Arkansas will continue to transition from the Arkansas Learning Standards to the Common Core Standards and from the ACTAAP to the PARCC exams.

We have prepared the following charts for 6th grade Math and Literacy. As the renewal application states, these charts only apply to returning students who are enrolled at the Academy for at least 2 years.

State Tests	**2012-2013**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
With an annual 3% reduction in the performance gap between LRPA and the LRSD in 6th grade **math**, LRPA will outperform the district by 7% by the 2018-2019 school year.	-7%	-4%	-1%	2%	5%	7%

With an annual 4.5% reduction in the performance gap between LRPA and the LRSD in 6th grade **literacy**, LRPA will outperform the district by 7% by the 2018-2019 school year.	-15.0%	-10.5%	-6.0%	-1.5%	3.0%	7.5%

We have prepared the following charts for 8th grade Math and Literacy. As the renewal application states, these charts only apply to returning students who are enrolled at the Academy for at least 4 years.

State Tests	**2012-2013**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Based on a cohort analysis of 8th grade students who remain at LRPA for 4 or more years, students will achieve an annual 5% reduction in the performance gap between LRPA and the state in **math**, thus performing at or above the state average by the 2017-2018 school year.	-20%	-15%	-10%	5%	0%	0-1%
Based on a cohort analysis of 8th grade students who remain at LRPA for 4 or more years, students will achieve an annual 3.5% reduction in the performance gap between LRPA and the state in **literacy**, thus performing at or above the state average by the 2017-2018 school year.	-14.0%	-10.5%	-7.0%	-3.5%	0.0%	0-1%

The other 12 performance goals that are stated in the application, including those stated under the headings "Overall Goals", "Student Achievement Relative to Similar Students", "Student Achievement Relative to the Little Rock School District", and "Student Growth Across Grades 1-8," apply to students in grades 6 and 8 in all years of the proposed 5-year renewal period.

Waivers

LITTLE ROCK PREPARATORY ACADEMY
APPROVED WAIVERS

District LEA:	60-49-700	**Elementary School LEA:**	60-49-701
City:	Little Rock	**Middle School LEA:**	60-49-702
Opening Date:	Fall 2009	**High School LEA:**	60-47-703
Grades Approved:	K-8	**Expiration Date:**	6/30/2017
CAP:	432	**Grades Served 2015-16:**	K-8

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

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-124	Arkansas history (to be incorporated into other social studies curriculum)
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2303	Committee on personnel policies for each school district
6-18-1001 et seq.	Public School Student Services Act (concerning guidance and counseling services)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-102	Rules and regulations (gifted and talented)

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

9.03.3.4	Grades 5-8 Social Studies
10.02	Class Size and Teaching Load
10.03	Instructional Materials
15.01	School District Superintendent
15.02	Principals
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license

15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection
16.03.1	School nurse
18.01	Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Waivers from Other Rules:

Substitute Teachers

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

Administrator licensure

Teacher licensure

ADE Rules for Gifted and Talented Program Approval Standards

Certified staff salary schedule

Arkansas Department of Education Rules Governing Educator Licensure

Arkansas Department of Education Rules Governing the School Superintendent

Mentoring Program

Sections 1-7 of Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.

- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

ESEA Information and Letter Grade Report

2015 ESEA SCHOOL REPORT

District:	LITTLE ROCK PREPARATORY ACADEM	**Superintendent:**	BEN LINDQUIST	**LEA:**	6049702
School:	LITTLE ROCK PREP ACADEMY	**Principal:**	JENNIFER MCMAHA	**Address:**	4520 S. UNIVERSITY
Grade:	5 - 8	**Attendance:**	96.05	**Address**	LITTLE ROCK, AR 72204
Enrollment:	147	**Poverty Rate:**	100.00	**Phone**	(501) 683-3855

OVERALL SCHOOL STATUS: **2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y**

PERCENT TESTED

PERCENT TESTED STATUS: **ACHIEVING**

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	128	128	100.00	127	127	100.00
Targeted Achievement Gap Group	126	126	100.00	125	125	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	115	115	100.00	114	114	100.00
Hispanic	10	10	100.00	10	10	100.00
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	126	126	100.00	125	125	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	10	100.00	10	10	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	27	121	22.31	21.47
Targeted Achievement Gap Group	26	120	21.67	16.32
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	24	108	22.22	10.44
Hispanic	2	10	20.00	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	26	120	21.67	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	10	10.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	17	120	14.17	12.09
Targeted Achievement Gap Group	17	119	14.29	8.91
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	15	107	14.02	4.17
Hispanic	2	10	20.00	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	17	119	14.29	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	10	0.00	3.23

2015 ESEA SCHOOL REPORT

District:	LITTLE ROCK PREPARATORY ACADEM	**Superintendent:**	BEN LINDQUIST	**LEA:**	6049702
School:	LITTLE ROCK PREP ACADEMY	**Principal:**	JENNIFER MCMAHA	**Address:**	4520 S. UNIVERSITY
Grade:	5 - 8	**Attendance:**	96.05	**Address**	LITTLE ROCK, AR 72204
Enrollment:	147	**Poverty Rate:**	100.00	**Phone**	(501) 683-3855

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

District:	LITTLE ROCK PREPARATORY ACADEM	**Superintendent:**	BEN LINDQUIST		Report created on: 10/29/2014
School:	LITTLE ROCK PREP ACADEMY	**Principal:**	DARRYLE HINTON		
LEA:	6049702	**Grade:**	5 - 8		**% Prof/Adv.**
Address:	4520 S UNIVERSITY	**Enrollment:**	133	**2014 Math + Literacy**	50.4
Address:	LITTLE ROCK, AR 72204	**Attendance:**	96.99	**2013 Math + Literacy**	51.4
Phone:	501-683-3855	**Poverty Rate:**	86.47	**2012 Math + Literacy**	52.4

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	128	128	100.00	128	128	100.00
Targeted Achievement Gap Group	111	111	100.00	111	111	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	116	116	100.00	116	116	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	110	110	100.00	110	110	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	70	128	54.69	60.23	91.00	63	114	55.26	61.54	93.00
Targeted Achievement Gap Group	57	111	51.35	57.25	91.00	52	101	51.49	57.47	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	218	386	56.48	60.23	91.00	181	306	59.15	61.54	93.00
Targeted Achievement Gap Group	168	312	53.85	57.25	91.00	141	249	56.63	57.47	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	63	116	54.31	62.75		59	104	56.73	63.54	
Hispanic	n < 10	n < 10	n < 10	27.09		n < 10	n < 10	n < 10	34.38	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	57	110	51.82	58.82		52	100	52.00	59.42	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	21.25		n < 10	n < 10	n < 10	23.44	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	59	128	46.09	54.66	92.00	58	128	45.31	46.15	81.00
Targeted Achievement Gap Group	47	111	42.34	54.26	92.00	44	111	39.64	46.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	179	386	46.37	54.66	92.00	128	320	40.00	46.15	81.00
Targeted Achievement Gap Group	136	312	43.59	54.26	92.00	99	259	38.22	46.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	51	116	43.97	54.08		51	116	43.97	45.84	
Hispanic	n < 10	n < 10	n < 10	85.41		n < 10	n < 10	n < 10	78.13	
White	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Economically Disadvantaged	47	110	42.73	55.73		44	110	40.00	48.01	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	21.25		n < 10	n < 10	n < 10	12.50	

District:LITTLE ROCK PREPARATORY ACADEM
School:LITTLE ROCK PREP ACADEMY
LEA:6049702
Address:4520 S UNIVERSITY
LITTLE ROCK, AR 72204
Phone:501-683-3855

Superintendent:BEN LINDQUIST
Principal:ROXIE BROWNING
Grades:05-08
Enrollment:136
Attendance (3 QTR AVG):85.16
Poverty Rate:68.38

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	121	124	97.58	121	124	97.58
Targeted Achievement Gap Group	98	100	98.00	98	100	98.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	112	115	97.39	112	115	97.39
Hispanic						
White						
Economically Disadvantaged	95	97	97.94	95	97	97.94
English Language Learners						
Students with Disabilities	11	11	100.00	11	11	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	60	110	54.55	53.70	91.00	51	91	56.04	55.88	93.00
Targeted Achievement Gap Group	45	88	51.14	50.98	91.00	37	72	51.39	50.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	177	323	54.80	53.70	91.00	146	254	57.48	55.88	93.00
Targeted Achievement Gap Group	132	252	52.38	50.98	91.00	109	197	55.33	50.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	58	101	57.43	53.98		49	84	58.33	55.73	
Hispanic				100.00					100.00	
White				16.67					16.67	
Economically Disadvantaged	45	85	52.94	53.90		37	69	53.62	53.70	
English Language Learners										
Students with Disabilities	1	10	10.00	16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	53	110	48.18	54.86	92.00	35	91	38.46	46.08	81.00
Targeted Achievement Gap Group	42	88	47.73	54.25	92.00	28	72	38.89	45.58	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	150	323	46.44	54.86	92.00	92	254	36.22	46.08	81.00
Targeted Achievement Gap Group	112	252	44.44	54.25	92.00	72	197	36.55	45.58	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	48	101	47.52	52.73		32	84	38.10	44.01	
Hispanic				100.00					100.00	
White				72.23					58.33	
Economically Disadvantaged	42	85	49.41	55.68		28	69	40.58	46.30	
English Language Learners										
Students with Disabilities	0	10	0.00	27.08					27.08	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	LITTLE ROCK PREPARATORY ACADEM	Superintendent:	BEN LINDQUIST
School:	**LITTLE ROCK PREP ACADEMY**	Principal:	CHARLES BLAKE
LEA:	6049702	Grades:	03 - 07
Address:	1205 S SCHILLER	Enrollment:	270
	LITTLE ROCK, AR 72202	Attendance Rate:	92.76% (3 QTR AVG)
Phone:	501-683-1854	Poverty Rate:	80.37%

Needs Improvement School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	160	YES	160	YES
Targeted Achievement Gap Group	120	YES	120	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	159	YES	159	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	119	YES	119	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	148	59.46	49.24	101	66.34	49.73
Targeted Achievement Gap Group	113	58.41	46.08	76	68.42	45.75
	Three Year Performance			Three Year Growth		
All Students	262	54.58	49.24	209	58.37	49.73
Targeted Achievement Gap Group	207	52.66	46.08	166	57.23	45.75
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	147	59.18	48.91	100	66.00	49.43
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	112	58.93	49.29	75	69.33	49.07
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	148	45.27	50.64	101	34.65	40.86
Targeted Achievement Gap Group	113	41.59	49.68	76	35.53	40.13
	Three Year Performance			Three Year Growth		
All Students	262	46.18	50.64	209	37.32	40.86
Targeted Achievement Gap Group	207	43.00	49.68	166	36.75	40.13
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	147	44.90	48.91	100	34.00	38.36
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	112	41.96	51.24	75	36.00	40.93
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 School Letter Grade Detail Report

School Letter Grade

F

175 Points Earned

6049702 - LITTLE ROCK PREP ACADEMY
6049700 - LITTLE ROCK PREPARATORY ACADEM

Grade Range: 5 - 8 **Superintendent:** BEN LINDQUIST **Principal:** DARRYLE HINTON

	School Statistics	District Statistics	State Statistics
Enrollment	133	417	471867
Econ. Disadvantaged	86.47%	83.69%	60.3%
Proficient/Advanced Literacy	54.69%	55.11%	76.55%
Proficient/Advanced Math	46.09%	44.89%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	12	40	0	52
Basic (0.25)	46	29	18.75	75
Proficient (1.0)	51	39	90	90
Advanced (1.25)	19	20	48.75	39
Totals			157.5	256

Weighted Performance Points Earned = (157.5/256)*100 = 61.52

Component Two: School Improvement with ESEA Options

Number of Targets Met: 0 | Number of Targets: 4 | School Improvement Points Earned: 55

	Literacy	Math	Graduation Rate
All Students	N	N	
Targeted Achievement Gap Group (TAGG)	N	N	

# Possible Targets:	Number of Targets Met: 0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	NA	TAGG Proficiency Rate:	46.85
Gap Size:		N < 25	
Adjustment:		0	

	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools without Graduation Rate	Overall school Score = (1.5)(Weighted Performance + Gap Adjustment) + (1.5)(Improvement)
Score for This School	(1.5)(61.52 + 0) + (1.5)(55) = 175

Point Ranges for Grades

A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

Districts with Similar Demographic Data

Little Rock Preparatory Academy 2015 PARCC Score Comparisons to Schools with Similar Demographics												
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free & Reduced	Grade Low	Grade High	Literacy All	Lit EconDis	Math All	Math EconDis
5440700	KIPP DELTA PUBLIC SCHOOLS	5440702	KIPP:DELTA COLLEGE PREP SCHOOL	309	285	92.23%	05	08	18.79%	18.15%	21.28%	21.32%
3541700	PINE BLUFF LIGHTHOUSE ACADEMY	3541702	PB LIGHTHOUSE UPPER ACADEMY	70	65	92.86%	05	07	13.24%	11.11%	0.00%	0.00%
3542700	RESPONSIVE ED SOLUTIONS QUEST MIDDLE SCHOOL	3542702	QUEST MIDDLE SCHOOL OF PINE BLUFF	57	55	96.49%	05	08	4.65%	2.38%	0.00%	0.00%
5602000	HARRISBURG SCHOOL DISTRICT	5602008	HARRISBURG MIDDLE SCHOOL	352	351	99.72%	05	08	16.62%	16.62%	11.08%	11.08%
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	473	473	100.00%	06	08	8.84%	8.84%	4.64%	4.64%
6049700	LITTLE ROCK PREPARATORY ACADEMY	6049702	LITTLE ROCK PREP ACADEMY	147	147	100.00%	05	08	22.31%	21.67%	14.17%	14.29%
1702000	CEDARVILLE SCHOOL DISTRICT	1702010	CEDARVILLE MIDDLE SCHOOL	265	265	100.00%	05	08	18.26%	18.33%	15.07%	15.14%
2604000	JESSIEVILLE SCHOOL DISTRICT	2604031	JESSIEVILLE MIDDLE SCHOOL	196	196	100.00%	06	08	24.06%	24.06%	20.86%	20.86%
0903000	LAKESIDE SCHOOL DIST(CHICOT)	0903017	LAKESIDE MIDDLE SCHOOL	208	208	100.00%	06	08	27.69%	27.69%	9.23%	9.23%
4713000	OSCEOLA SCHOOL DISTRICT	4713705	OSCEOLA STEM CHARTER	390	390	100.00%	05	08	16.30%	16.30%	8.56%	8.56%
3502000	DOLLARWAY SCHOOL DISTRICT	3502009	ROBERT F MOREHEAD MIDDLE SCHOO	275	275	100.00%	06	08	6.22%	6.22%	8.26%	8.26%

Charter School/Surrounding District Enrollment Comparison

Little Rock Prep

2015-2016 Enrollment Percentages

Two or More Races	0.75%
Asian	0.50%
Black	90.20%
Hispanic	8.29%
Native American/Native Alaskan	0.00%
Native Hawaiian/Pacific Islander	0.00%
White	0.25%

2014-2015 Student Status

Free/Reduced	100.00%
Special Education	8.54%
LEP	1.76%
Title I	70.35%

Little Rock School District

2015-2016 Enrollment Percentages

Two or More Races	1.17%
Asian	2.45%
Black	65.06%
Hispanic	13.49%
Native American/Native Alaskan	0.24%
Native Hawaiian/Pacific Islander	0.05%
White	17.55%

2014-2015 Student Status

Free/Reduced	74.90%
Special Education	11.79%
LEP	11.53%
Title I	79.04%

Little Rock Preparatory Academy
Resident District Information

Resident District LEA	Resident District Description	Elementary	Middle	Total Enrollment
6001000	LITTLE ROCK SCHOOL DISTRICT	272	118	390
6002000	N. LITTLE ROCK SCHOOL DISTRICT	24		24
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	8	1	9

Little Rock Preparatory Academy														
2014-2015 Discipline Data														
Disciplinary Infractions								Disciplinary Actions						
		Race	Gender		Group					Race	Gender		Group	
Type	Total	Black	Male	Female	FRL	SPED		Type	Total	Black	Male	Female	FRL	SPED
Drugs	0	0	0	0	0	0		In-School Suspension	6	6	1	5	6	1
Alcohol	0	0	0	0	0	0		Out-of-School Suspension (non-injury)	49	38	27	11	35	5
Tobacco	0	0	0	0	0	0		Expelled	0	0	0	0	0	0
Truancy	0	0	0	0	0	0		Expelled for Weapons	0	0	0	0	0	0
Student Assault	0	0	0	0	0	0		Corporal Punishment	0	0	0	0	0	0
Staff Assault	0	0	0	0	0	0		Other	0	0	0	0	0	0
Knife	0	0	0	0	0	0		No Action	0	0	0	0	0	0
Handgun	0	0	0	0	0	0		Alternative Learning (full year)	0	0	0	0	0	0
Rifle	0	0	0	0	0	0		Expelled for Drugs	0	0	0	0	0	0
Shotgun	0	0	0	0	0	0		Expelled for Dangerousness (non-injury)	0	0	0	0	0	0
Club	0	0	0	0	0	0		Expelled for Dangerousness (injury)	0	0	0	0	0	0
Gangs	0	0	0	0	0	0		Out-of-School Suspension (injury)	0	0	0	0	0	0
Vandalism	0	0	0	0	0	0		Alternative Learning (less than year)	0	0	0	0	0	0
Insubordination	9	7	4	3	7	2								
Disorderly Conduct	8	8	4	4	7	0								
Explosives	0	0	0	0	0	0								
Other	20	14	8	6	12	3								
Bullying	6	5	4	1	5	1								
Fighting	12	10	8	2	10	0								
TOTAL	**55**	**44**	**28**	**16**	**41**	**6**		**TOTAL**	**55**	**44**	**28**	**16**	**41**	**6**

Blytheville High School - New Tech School Summary

BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL

CURRENT DATA

Maximum Enrollment	1000
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2015-2016 Enrollment Data

Two or More Races	1
Asian	2
Black	527
Hispanic	13
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	127
Total	**670**

Migrant	0
LEP	6
Gifted & Talented	65
Special Education	95
Title I	670
Source: School Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
654.05	648.15	634.16	628.71

BACKGROUND

Authorized January 14, 2013
Contract Expiration June 30, 2018

Appearance before the State Board September 11, 2015
Progress report in regards to Academic Distressed designation

School classified as Academic Distressed February 12, 2015
Designated a Priority School August 31, 2015

Priority Response

Charter Authorizing Panel Hearing
Blytheville High School - A New Tech School
February 18, 2016
Supporting Documentation

Blytheville High School New Tech, as part of the Blytheville School District, is transforming teaching and learning.

- The work of BHS New Tech is not purely an isolated effort in a stand-alone school. It is a connected and vital piece of shifting the system of the Blytheville School District.
- Our efforts to transform teaching and learning began ahead of designations of distress from the state department and were born out of our belief that we had to prepare students for a technologically-rich world with the knowledge, skills and attributes to be successful in all of their many career pathways.
- As a district, we are working to establish coherence between leadership focused entirely on improvement of instruction, collective efficacy beliefs of faculty members and the work of students.
- The Work of BHS New Tech is not simply a change in WHAT we are doing with high school students, it is a shift in WHY we are doing WHAT we are doing and HOW we are doing WHAT we are doing; in effect, the entire system is shifting.
- Resulting Math and Literacy scores at the high school level are not purely a result of the instruction found at the high school level; it is a system-wide gap and one that the district has readily taken on and begun work.
- The result of the work in the system and district as a whole involves a clear purpose for instructional practices and a challenge to change relationships and interconnections between practices and students/teachers. The work we will share about BHS today is being taken on in each of our buildings across the district because we understand that addressing only one part of the system does not result in success for students.
- It is not just a thing we are doing; it is a new way of being.

Legislative Intent

An explanation of the ways in which the charter maintains and promotes the legislative intent for charter schools

- (1) Improve student learning;
  - Improved reading and comprehension skills
    1. Reading Grade Level
       2013-2014 Average Grade Level = 5.8
       2014-2015 Average Grade Level = 7.0
       2015-2016 1st Semester Average Grade Level = 6.8
    2. Students are reading 3 and half times as much now as compared to three years ago.
       a. 2013-2014 - 1756.2 points; 60.4% comprehension

        b. 2014-2015 - 4269.0 points; 71.7% comprehension
        c. 2015-2016 - 6368.0 points; 71.7% comprehension
- Improved Math Skills
    1. 2013-2014 Average Grade Level = 7.0
    2. 2014-2015 Average Grade Level = 8.0
    3. 2015-2016 1st semester average Grade Level = 7.9
- ACT Data
    1. 2013 - 15.9 composite
    2. 2014 - 16.4 composite
    3. 2015 - 16.6 composite
- Improved targeted learning with School Wide Learning Outcomes
    1. Oral Communication
    2. Written Communication
    3. Collaboration
    4. Agency
    5. Knowledge & Thinking grade distribution across core content areas:
        a. 2013 - A=15.10%, B=19.72%, C=17.24%, D=15.51%, F=32.43%
        b. 2014 - A=21.77%, B=23.87%, C=20.76%, D=10.62%, F=22.99%
        c. 2015
            i. Q1 - A=27.46%, B=29.19%, C=22.03%, D=12.56%, F= 8.77%
            ii. Q2 - A=29.59%, B=37.39%, C=18.67%, D= 8.49%, F= 5.80%
- Improvement in Student Engagement
    1. Student engagement has improved as evidenced by:
        a. Classroom observations by administrators and instructional facilitator
        b. Attendance - student attendance continues to improve and points towards an increase in student engagement in learning and in the classroom.
        c. Discipline – Office referrals and out-of-school suspension rates are on the decline pointing to increased engagement in the classroom
    2. Save a dip in the 2015 cohort, improvement in Graduation Rate indicates students are engaged, are attending school, are completing projects and coursework to earn credit and ultimately graduating.

- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving
    - Integrated English & History Courses with Special Education Co-Teacher support provides students with deepened supports in both content areas.
    - Robust Special Education program offers targeted support for students and a variety of stand-alone, integrated and co-taught environments to meet the needs of students.
    - Alternative Learning Environment for students not thriving in the main setting
    - Critical Reading Courses – targeted, additional class period of instruction for students identified in 4-6 grade reading level. This course offers intervention and supports for improving student skills in literacy and thereby increasing grade-level competency.

- Regular Targeted Intervention within Math & English/History Courses through workshops.
- Targeted Reading Practice built into every class weekly (Drop Everything And Read)
- Targeted Math Skill Practice built into every class weekly (Drop Everything And Divide)
- Write On! Targeted writing skill practice where students are provided with 5-10 minutes once per week free writing in an elective course. Students who were initially reluctant to express themselves are beginning to enjoy free writing. The extra practice with writing will help to build their communication skills while also helping to change the culture around students' attitudes about writing.
- Jobs for Arkansas Graduates - a school-to-work transition program focused on helping at-risk youth graduate from high school and pursue college or a career
    1. we currently have 19 in JAG II, 14 in Apprenticeship/Work-Based Learning, and 42 in JAG I.
        a. The JAG I students are going through the frameworks learning the process searching for a job, applying for a job, keeping a job, and quitting a job. Also, they are learning about themselves in the process, for example, their self-concept.
        b. JAG II is in the process of applying for a job or college. Students are focusing on what they see for their future and how they can plan for the future.
        c. Apprenticeship/Work-Based Learning students, must go and find a job on their own. If they do not find a job, they stay in the classroom and work on completing a certification. Last semester, the students practiced and took a certification test to be certified in Microsoft Office. This semester, they must complete at least two certifications.
            i. Current jobs for students in Apprenticeship:
                1. Burger King
                2. Pizza Hut
                3. Backyard Burger
                4. Palco (Healthcare)
                5. Hardee's

- (3) Encourage the use of different and innovative teaching methods;
    - PBL: Relevant, Contextualized - solving real-world problems -
        1. Recent Projects: World Studies - with the historical context of the effects of colonization on countries, students are asked to propose solutions for the deterioration of conditions in Iraq to President Obama. GeoLit - Odyssey Travel Package - Homer's Odyssey, Modern day locations. Biology - Students have been tasked, by Dr. Gregory Mendel, with analyzing the genetic background for a couple seeking to have a

child to determine risk for genetic disorders as well as phenotypic and genotypic traits the child would have. The students will present their findings to the panel of experts and the couple.

2. Individual Assessments of Knowledge & Thinking (Common Assessments - know what every student knows and how to push individual and collective learning further): Example: How does *The Great Gatsby* reflect the time period of F. Scott Fitzgerald? After researching the Roaring Twenties (both primary and secondary sources), write an essay that analyzes social interaction during the 1920s, using specific evidence from the text(s) to support your description.
3. Community Connections - community leaders to sit on the panel and hear student presentations on how to solve crises (and stop history from repeating itself) in our community in American Studies; city water treatment facility director being a guest expert in a classroom as students are working on a water quality project in Biology
4. Integrated Course offerings: Integrations in Humanities and Sciences to date; future integrations are in the plans
    a. GeoLit - Geography & English 9
    b. World Studies - World history & English 10
    c. The American Story - US History & English 11
    d. Environmental Biology - Environmental Science & Biology

- Technology
    1. 1:1 Students are equipped with a Chromebook - the device is not the end game but a means to the end of extending learning and learning opportunities.
    2. Echo: online learning management system - - allows the organizational structures of the classroom and learning to be streamlined and focused with learning management system. Gives students real-time access to teacher feedback on learning, grades, daily agendas, project flow and project briefcases for every single course. Parents have the exact same view and can see daily what students submit, teacher feedback and grades.
- Culture: Student agency is a critical component. Students drive learning and own their learning process. We push them to use effort and practice to grow, to seek challenges, to grow from setbacks, to build confidence and to find personal relevance in learning. Additionally, they must meet benchmarks, seek feedback, tackle and monitor learning, actively participate, build relationships and impact themselves and their community. This is a critical method to the transformation of teaching and learning.
- Innovative practices only work if they are working and the only way to measure that impact is through consistent measures used with fidelity.
    1. Rubrics: for Oral Communication, Written Communication, Collaboration & Agency the rubrics remain the same course-to-course and are on a continuum 9-12 with more expected of the students each year. For Particular courses, there are content rubrics in thinking & knowledge (i.e. Textual Analysis, Scientific Research, History/Social Argumentation/Explanation, Math Problem Solving). Additionally, we have a School Success Rubric to assess where we are as a school in terms

of learning outcomes, cultural outcomes and college & career outcomes
2. Common Assessments & Individual Assessments of Knowledge & Thinking - solid formative assessments guiding student learning

- Classroom physical space - the physical space must match the expectations for learning. We expect students to collaborate, communicate, solve problems and learn together so the physical space becomes an extension and piece of the learning. With walls down, tables and chairs in place of desks in rows, student-centered learning is reflected in the physical space.

- (4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
  - Ongoing Professional Learning Communities - Weekly within content and monthly by grade level; during the week the PLC time is built into the school day for teacher learning and planning together. The culture PLC is part of the embedded learning time and takes place after school. These are led by teachers who are supported in ongoing development and training
  - Embedded, responsive professional development - Professional development is provided for all teachers (minimum of 60 hours) and is based on teacher needs as gained by teacher voice, classroom observations and student learning data
  - Learning through New Tech - New Tech Network supports teacher learning in a significant way and helps teachers build networks with other teachers who can support in one another's learning.
    1. Virtual Learning - Badging Process
    2. Content Specific Convenings
    3. Leadership Summit
    4. Annual Conference
    5. Math/Literacy Cohorts
  - Leadership Opportunities -
    1. 7 Teacher leaders have stepped up into lead capacities: 4 content leads (Science, 9/10 Humanities, 11/12 Humanities and Math) + 3 culture leads (grade levels 9, 10, 11/12) who take on the work of leading their peers in collaboration and learning to improve student outcomes.
    2. Career & tech ed, art, foreign language instructors participate in content & culture PLCs to support rounded learning for students but also have their individual learning opportunities.
    3. Teacher leaders are supported in their learning opportunities through monthly learning times, through the New Tech coach and ongoing work with director.
    4. Within each of the PLCs, there are leadership roles established by the group.
    5. In addition, other leadership posts are opened to teachers to serve on sub-teams focused on various aspects of the school in service of student learning.
- (5)Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the school system; and

- Project-Based/Problem-Based Learning with technology integration - This learning environment offers students the opportunity to experience learning in an entirely new way - to solve problems using required content knowledge while collaborating with team members, building communication skills and learning to interact with technology in a productive manner.
- Blended Concurrent Credit College/AP courses - Blended Concurrent Credit/AP courses are offered in a partnership with Arkansas Northeastern College and give students the ability to earn college credit while also earning 5.0 quality points for AP course on their transcript. With AP credit not readily accepted in a growing number of colleges and universities, this ensures students college credit while also giving credit for deeper learning.
    1. 11th Grade - The U.S. to 1876, the U.S. since 1876 & English Composition I, II
    2. 12th Grade - World Civilizations to 1600 & World Literature I, II
    3. College Algebra
- Full Range of Pre-AP/AP courses
    1. Pre-AP Courses
        a. Physical Science, Chemistry, Physics, Environmental/Biology
        b. Geometry, Algebra II
        c. GeoLit, World Studies, American Studies
    2. AP Courses
        a. Biology, Chemistry
        b. Statistics, Calculus
        c. World History, US History, Government
        d. Language and Composition & Literature and Composition
- Technical Center - offered through a partnership with Arkansas Northeastern College
    1. Advanced Manufacturing - Upon attaining work experience, individuals with this training are better equipped to move into maintenance technician and/or team leader positions. Coursework will apply toward the Certificate of Proficiency and/or the AAS Degree in Advanced Manufacturing at Arkansas Northeastern College.
    2. Aviation Maintenance - The Aviation program is designed for students who desire to enter the aerospace industry, particularly in the field of aviation maintenance. Coursework includes lecture and hands-on learning in the Secondary Center's aviation laboratory, which features a full-size airplane. Aviation classes prepare students to enter ANC's Aviation Maintenance program, which prepares students for the Federal Aviation Administration (FAA)'s certification exams for Airframe Mechanics or Powerplant Mechanics. Students earn credit hours towards the General Aviation Certificate of Proficiency at Arkansas Northeastern College, and clock hours for the FAA certification exams
    3. Criminal Justice - Coursework will apply toward the AAS Degree in Criminal Justice at Arkansas Northeastern College. Employment opportunities for graduates are available in city, county, state, and federal agencies, private industry, education, and the armed forces.

4. Education - The goal of the program is to provide instruction in the basic competencies of education. Coursework will apply toward a Certificate of Proficiency in Child Development Associate (CDA), AAS in Early Childhood Education and the AS in Childhood Education.
5. Medical Professions - The Medical Professions program provides students with core skills and knowledge of medical professions to prepare for a variety of medical careers; i.e., emergency medical technician, nursing, and lab technician. Students successfully completing the program will be prepared to take the Certified Nursing Assistant (CNA) exam.
6. Welding - Students will achieve different levels of expertise, determined by their interest, aptitude, and participation in class. Welder Qualification is available. All structural qualification testing will be done in accordance with American Welding Society Structural code D1.1. All pipe qualifications will adhere to Section 1X of the American Society of Mechanical Engineers welding code.
7. Career Preparation - Career preparation classes are designed to teach employability skills that are required for success in today's ever-changing workplace. Students receive instruction in proper business etiquette, effective communication, appropriate work habits, and additional workplace effectiveness skills such as time management and working in teams. In addition, students have the opportunity to earn a Career Readiness Certificate through the interactive training system, KeyTrain, based on ACT's WorkKeys® assessment system. These classes are taught online, and are available for concurrent credit towards most ANC certificates and degree programs

- Career & Technical Certifications on Campus - students have the opportunity to be a completer in these areas of study: Accounting, Business Finance, Construction Technology, Digital Communications, Family & Consumer Sciences, Food Production Management and Services, Insurance & Risk Management, Management, Natural Resources/Environmental Service Systems, Plant-Systems/Horticulture
- Internship Opportunities - paid internship opportunities are provided to students as they work through College & Career Readiness courses and practice soft skills and content skills.
    1. Kinder Morgan - 8 students
    2. Tenaris - 2 students
    3. Food Industry - 4 students
- On-staff Career Counselor - hired through waiver and assist students and parents with College and Career Readiness. Counselor works closely with students and post secondary institutions to ensure a smooth transition from high school to Workforce, military or post-secondary institution. Manage NCAA compliance, Connections mentoring program, assist both counselors with normal daily operations.
- College Preparatory Academy of the Delta - ACT and college preparation

for students - Blytheville High School partners with Arkansas State University and Arkansas Northeastern College to offer this academy using Sylvan ACT Prep materials and software. Students take pre- and post-assessments, tour universities, and explore career options as a part of the program.

- (6) Hold the schools established under this chapter accountable for meeting measurable student achievement standards.
    - State Accountability: ADE School Improvement Unit - 45 Day Plan and Academic Distress Recommendations/Priority School Requirements
    - Annual Charter Report of Progress Towards Goals

Innovation Continues

In spite of the reality of lagging student scores, BHS New Tech remains innovative. That approach is paying dividends in shifting mindsets of all learners (adults included), improving student academic abilities and improving student preparation for success in high school and beyond the doors of the school.

- **Keeping the Mission Central** - At BHS New Tech, we want students to possess the knowledge, skills and attributes to be successful in learning. We want Students to be connected, engaged and challenged. We want students to be aware, eligible and prepared for their options beyond high school (college and career). Through our School Success Rubric, we consistently measure and push ourselves against the norm.
- **Owning the Learning** - Students, Teachers and leaders own the learning, are part of the process and influence the shape and direction of the school. The culture of agency and ownership is not purely an expectation of students, it is how business is done from the principal through the teachers to the students. BHS New Tech has a solid core leadership team structure to support innovation in student learning and to ensure effective communication at every point in the process. This sort of transparency and work ensures open lines of communication and a solutions-based approach where every teacher is part of the solution and learning towards improving student learning, not just a select few. We are all innovators!
- **Remaining Data-Driven** - Innovation in the wrong context or on the wrong point is not innovation at all. We consistently focus on the data. What data? Student Achievement data: Student performance data on common assessments and on skills assessments (STAR) as well as other classroom data from teachers; School Culture data: student referral and behavior data, attendance data, student voice and surveys, teacher voice and surveys, parent voice and surveys. The data is the point of entry for the work and so begins a natural cycle of inquiry around a particular focus. Collect data, analyze data and innovate strategy and approach in response...continue the cycle and systematically generate new strategies as necessary to meet the needs of student learning.
    - Academic/Instructional Focus - Writing - came about how? The leadership team analyzed the results of student writing based upon a writing diagnostic that all students, grades 9-12, completed at the beginning of the

school year, and compared these results to recent data from a writing summative assessment that students completed at the end of December, which was graded based upon the same Written Communication Rubric that was used to assess the writing diagnostic students took in August. The data indicated that in August, none of our ninth grade students, only 13% of our 10th grade students, only 17% or our 11th grade students, and 23% of our 12th grade students were able to score proficient or advanced on the Written Communication rubric. In December, only 15% of our ninth grade students, 25% of our 10th grade students, 33% of our 11th grade students and 37% of our 12th grade students were able to score proficient or above on the Written Communication rubric. In response to this data, the leadership team developed the following school wide learning focus: "To improve written communication across disciplines."

- Cultural Focus - as a team teacher support with student voice and relationships -
- Through our inquiry and focus, we have been able to identify gaps in practice and instruction as well as make progress in responding and seeing student achievement improve.

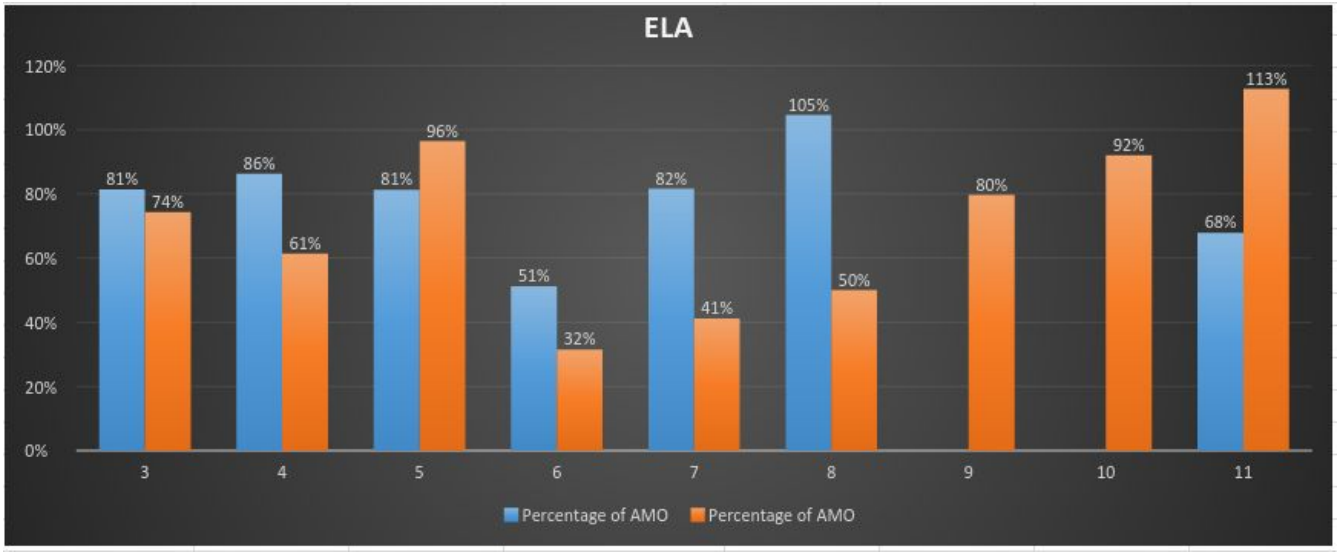
- **Recruiting & Retaining Excellent Educators** - Recruiting and retaining the best teachers: Focus on retaining now with having intentional conversations with teachers who are irreplaceable. Those conversations surround, support and build confidence. Working to ensure the process for onboarding new teachers is helpful, useful and allows for teachers to jump into the process without a huge disconnect. Recruitment and retention has historically been an issue for the school district and for the high school. Through our work and transformation, the level of applicants has risen, and we are finding moderate success (although not to our liking) in retention.
- **Focusing on Teacher Skill Development** - Teachers must have time and space to learn together, collaborate, innovate and grow their instructional practices. This time is intentionally scheduled in their daily schedules and monthly scheduled in after-school times. Other times of development are provided in response to teacher needs and student data. The support from New Tech Network through our coach, the virtual learning opportunities, the convenings, the onsite development, the annual conferences and leadership summits provide not only additional space and time for those opportunities but connections with other educators across the state, nation and world.
- **Shifting the Focus of the System** - every system is perfectly aligned to get the results it gets. As a district, we recognize this is not a High School deficit but rather one that has compounded over time as a result of the system's alignment. We have worked diligently over the last three years to follow the data and engage in a workable cycle of inquiry around that data. Major shifts and changes have been made. This is the beauty of having a district conversion charter. As a district, we know what our ideal graduate is, and we are able collaborate K-12 to bring that into reality.
- **Future Facing** - As we continue to keep the mission central, we also have to be aware of where we are, what is working and what is not working and be willing to shift our

practices accordingly. This requires innovation in organizational processes and structures - such as the master schedule, class pairings and integrations (i.e. Environmental Biology - not working based on data, teacher recommendation)

Brief Stop by PARCC

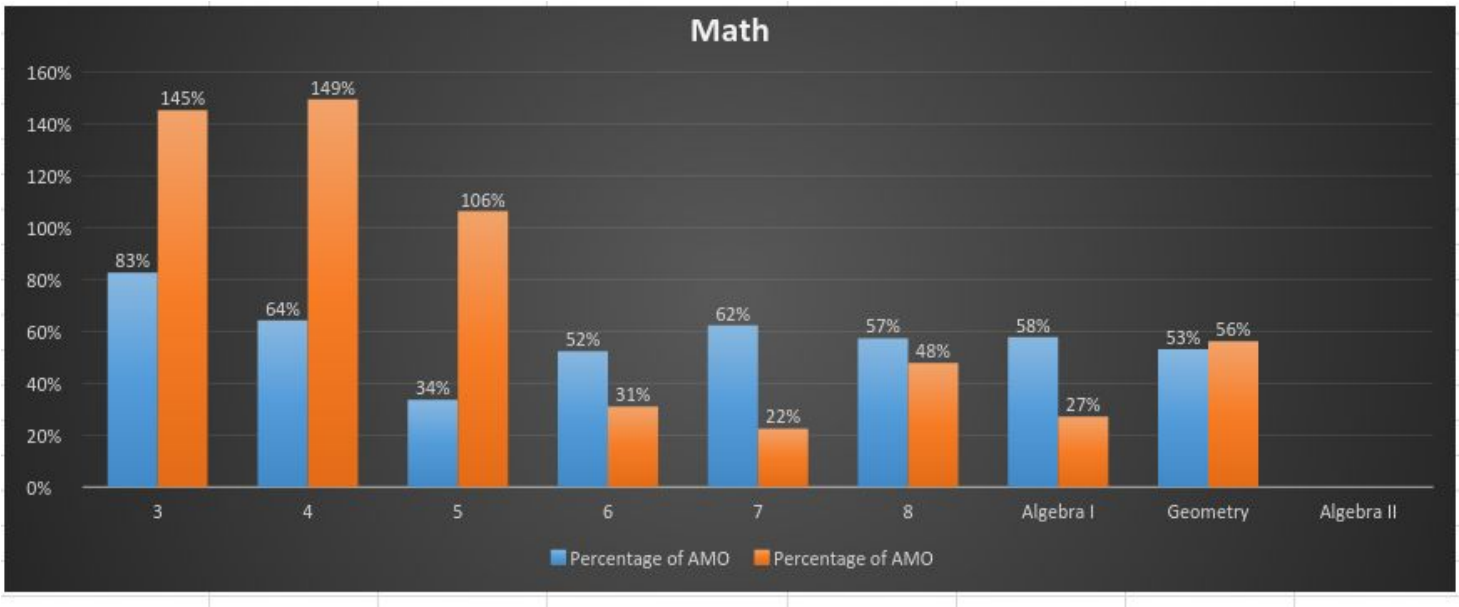
- While BHS New Tech did not meet AMO, we did see a 1.425% growth in scores: 2012-2104 42.664% and 2013-2015 44.089%

English Language Arts Consolidated Testing Report



The graph above shows English Language Arts 2014 data (BLUE) compared to 2015 data (ORANGE) for grades 3 through 11. The blue bars indicate the percentage of AMO on the ELA section of the 2014 ACTAAP assessments. The orange bars indicate the percentage of the adjusted AMO on the ELA section of the 2015 PARCC assessments. In 2014, there was no ELA assessment in grades 9 and 10. However, the 11th grade data shows a marked improvement of progress towards AMO in 2015 compared to the percentage of AMO from the previous school year.

Math Consolidated Testing Report



Explanatory Narrative: The graph above shows Math 2014 data (BLUE) compared to 2015 data (ORANGE) for grades 3 through 10. The blue bars indicate the percentage of AMO on the Math section of the 2014 ACTAAP assessments. The orange bars indicate the percentage of the adjusted AMO on the Math section of the 2015 PARCC assessments. For the Algebra I section last year, our students only made 27% of their AMO. The year before, the same students (for the most part) scored 57% of the AMO on their 8th grade Benchmark exam.

For the Geometry exam, the PARCC assessment results was comparable to the 2014 Geometry EOC results, even showing a slight improvement in 2015. The same students (for the most part) made 58% of their AMO on the Algebra I EOC the previous year. In 2014, there was no Algebra II EOC test, so there is no comparative data. The ESEA Report did not include scores from the Algebra II PARCC scores.

11th Grade Literacy Comparative Data

2014 ACTAAP End of Level Literacy as Compared to 2015 PARCC Scores

2014	11th ELA Totals					2015	11th ELA Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	168 and Below	169-199	200-227	228 and Above	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	17	73		54	11		38	50	31	31	7
	Total Students	155		Total %	41.94%		Total Students	157		Total %	24.20%

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the English 11 score was 44.23% and the AMO was 65.16%. This amounted to 67.87% of our AMO. For the 2015 school year, the English 11 score was 24.20% and the AMO was 21.47%. This was 112.72% of our adjusted AMO goal. As a note: English 11 was not required to test in 2015 and is not accounted for in the ESEA Report. No detailed data is currently available from the PARCC assessment.

Algebra I Comparative Data

2014 Algebra I End of Course as Compared to 2015 PARCC

2014	Algebra I Totals					2015	Algebra I Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	150 and Below	151-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	27	70		56	5		22	63	33	4	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Algebra I score was 38.61% and the AMO was 66.79%. This amounted to 57.80% of our AMO. For the 2015 school year, the Algebra I score was 3.28% and the AMO was 12.09%. This was 27.13% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA report. No detailed data is currently available from the PARCC assessment.

Geometry Comparative Data

2014 Geometry End of Course as Compared to 2015 PARCC

2014	Geometry Totals					2015	Geometry Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	153 and Below	154-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	62	123		95	7		24	110	48	12	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Geometry score was 35.54% and the AMO was 66.79% This amounted to 53.21% of our AMO. For the 2015 school year, the Geometry was 6.19% and the AMO was 12.09%. This was 51.20% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA Report. No detailed data is currently available.

Plans to Improve Academic Achievement

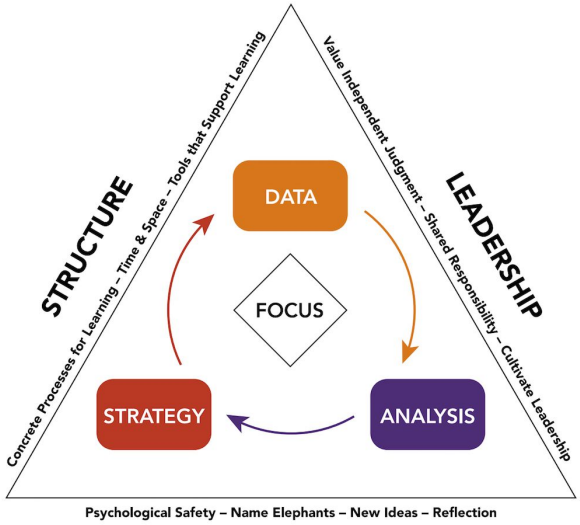
- 2013-2014 year, under direction of Arkansas Department of Education School Improvement Unit, we began preparing quarterly plans with tasks (45-day plans) that targeted twelve academic distress recommendations.

- 2014-2015 - Academic Distress recommendations narrow in focus to four recommendations, and the work on quarterly reporting continued. (attached)

- 2015-16 With the Priority School Designation, we were given focus around specific indicators and are working diligently as a school to dig into those indicators, provide assessment of measurable outcomes and practices based on the data available and enact strategies and tasks to meet those indicators (attached) towards improvement.

- Specific plans implemented in the past with data that demonstrate the results and include a discussion of student performance and growth
  - Quarterly Plans & Reports based on priority indicators in
    IMO Area 1: Change in Teacher & Leader Practice
    IMO Area 3: Student Safety & Discipline
    IMO Area 4: Family & Community Engagement
  - The Quarterly plans are focused with the learning organization framework central to the process towards improvement.

Learning Organization Framework



1. Structures, leadership and culture are regular points of focus throughout the process of improvement and serve to support the strong cycle of inquiry around particular areas of focus
2. Areas of focus have emerged from data presented instructionally and culturally. These areas of focus are addressed in the quarterly plans and subsequent data in reports.

- Quarter 1 Plan/Report - Attached
- Quarter 2 Plan/Report - Attached

- Specific Plans for the future that include methods of assessing success
  - Quarter 3 Plan - Attached
  - Area of Schoolwide Focus has emerged from Data: The leadership team analyzed the results of student writing based upon a writing diagnostic that all students, grades 9-12, completed at the beginning of the school year, and compared these results to recent data from a writing summative assessment that students completed at the end of December, which was graded based upon the same Written Communication Rubric that was used to assess the writing diagnostic students took in August. The data indicated that in August, none of our ninth grade students, only 13% of our 10th grade students, only 17% or our 11th grade students, and 23% of our 12th grade students were able to score proficient or advanced on the Written Communication rubric. In December, only 15% of our ninth grade students, 25% of our 10th grade students, 33% of our 11th grade students and 37% of our 12th grade students were able to score proficient or above on the Written Communication rubric. In response to this data, the leadership team developed the following school wide learning focus: "To improve written communication across disciplines."

Year-to-Date Data

Demographics

- Gender
  1. Male - 48.73%
  2. Female – 51.27%
- Ethnicity
  1. Black – 79.16%
  2. White – 18.29%
  3. Hispanic – 2.1%
  4. Asian – 0.3%
  5. Two or more races: 0.15%
- Students With Disabilities -- 14.3%
- English Language Learners - - .01%

- Discipline Data 2015-16
  - 1st Quarter
    1. 215.5 Days Out of School Suspension
    2. 546 Referrals
    3. 26 students with 5+ referrals
  - 2nd Quarter
    1. 241.37 Days of Out of School Suspension
    2. 566 Referrals
    3. 43 students with 5+ referrals
  - The Out of School Suspension Data represents a significant decrease in previous years:
    1. 2013-2014 - Semester 1 - 2,278.65 days
    2. 2014-2015 - Semester 1 - 964.0625 days
    3. 2015-2016 - Semester 1 - 456.875 days

- While there is an increase in # of referrals from Q1 to Q2, the data is still trending favorably. Referrals are down 15.8% from 2014-2015 for the same time period (Q1 and Q2).
- The top offenses in Referral:
  1. Insubordination
  2. Disruption
  3. Profanity
- The top Five Referred students are identified weekly and placed in a Level 2 support system wherein they check in and out with designated behavior support personnel. Students set goals for behavior and work with behavior interventionists to meet those goals. Students remain in the program until their goals are met.
- Cultural teams are working at each grade level and have identified the top offenses by grade, are implementing strategies (from teacher to support to student support to positive reinforcement through PBIS connections) towards further reduction of referrals. The end result of which will be students engaged and on-task in learning. Data will continue to be collected and analyzed and strategies adjusted as data suggests.

- Attendance Data
  - Quarter 1 - 94.17% ADA 19 students missed 10+days
  - Quarter 2 - 94.45% ADA 14 students missed 10+ days
  - Semester 1 ADA - 94.31%
  - Taking Attendance Seriously: Every Day Counts

    1. BHS operations/Attendance team communicates with District Attendance officer when tardy and/or absenteeism notices (3 & 6 day) are generated and the officer follows up with parents.
    2. Remaining consistent with follow up regarding documentation (doctor's excuse, note from parent, etc.) for days missed.
    3. Implement a regularly scheduled attendance video (perhaps weekly/monthly) program.
    4. Students are emailed their personal absenteeism information on a weekly basis.
    5. The district will review the attendance policy with the juvenile office/juvenile judge. BSD will work with the juvenile authorities to formulate a plan which will be beneficial to students, and assist them with retaining credit.

Progress Towards Charter Goals

- Increase in Student Scores
  - **The Goal:** Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will increase to at least meet yearly state AMO goals and individual student growth goals for each year for the first six years.
  - **Progress:** Student growth is taking place and scores are increasing but not yet at the level to which AMO is met
  - **Action:**
    1. Literacy Intervention & Critical Reading Courses -
       a. BHS has implemented nine Critical Reading classes, which is

designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Students in Critical Reading classes have also shown an improvement in the average reading level for those classes, which was 5.8 in September, and is currently 6.1.

b. students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through English classes at least once per week.

2. Math Interventions
   a. Algebra I is the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.
   b. Students in all Math classes receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through their math classes at least once per week.
3. Academic Improvement Plans - all students who scored Did Not Meet, Partially Met or Approaching on PARCC received Academic Improvement Plans targeting specific learning goals.

- STAR Growth
  - **Goal:** There will be 1.5 years of grade level growth on Renaissance Learning, STAR Enterprise testing for each individual student each year, regardless of proficiency in Reading, Language Usage and Mathematics.
  - **Progress**
    - Reading Grade Level
      - 2013-2014 Average Grade Level = 5.8
      - 2014-2015 Average Grade Level = 7.0
      - 2015-2016 Sept-Oct Grade Level = 6.7 to 6.9
    - Math Grade Level
      - 2013-2014 Average Grade Level = 7.0
      - 2014-2015 Average Grade Level = 8.0
      - 2015-2016 Sept-Oct Grade Level = 7.3 to 7.5
  - **Action -** Essentially, we are looking to increase students' baseline skill ability. The best way to go about increasing skill ability is to practice those

skills and then give context for them in grade-level learning. In order to practice, we have deliberately set aside time in the schedule.

1. Drop Everything And Divide: Math Facts in a Flash skills-based computer program that students use to build capacity with calculations and skills in Math. Students work on this 15 minutes a day four days a week.
    a. Monday: Electives
    b. Tuesday: English
    c. Wednesday: Math
    d. Thursday: Social Studies
    e. Friday: Science
2. Drop Everything And Read: Students read self-selected texts in their grade level range 15 minutes a day five days a week. Students take Accelerated Reader quizzes on books to demonstrate comprehension and progress.
    a. Monday: English
    b. Tuesday: Science
    c. Wednesday: Social Studies
    d. Thursday: Math
    e. Friday: Electives

- 80% Mastery
    - Goal: All Students will progress towards mastery of 80% by the end of the school year on each Common Core Standard as measured by End of Course exams.
    - Progress: We are growing but have not yet achieved.
    - Action: Tracking student learning, growth and mastery using common assessments, Individual Assessments of Knowledge & Thinking while calibrating teacher expectation and assessments with tuning protocols such as Looking At Student Work
- Attendance
    - Goal: Attendance will increase by 0.5% over the current attendance rate of 95.33% each year for the next six years.
    - Progress:
        1. 2013-2014 92.29%
        2. 2014-2015 92.9 %
        3. 2015-2016 1st Semester ADA = 94.31%
    - Action: Positive Behavior Intervention and Supports team is focusing on rewards for student attendance and timeliness. Additionally, quarterly awards are given to students with perfect attendance. The school attendance officer works closely with the attendance team and parents to work with identified students and improve attendance. Additionally, students are sent weekly absentee emails and an automated call-out takes place when a student misses a class period.
- Graduation Rate
    - Goal: BHS graduation rate, based on the state Annual Measurable Objectives (AMO), will increase by 5.86% the first year, 4.44% the second year and 2.5% for each of the next four years thereafter
    - Progress:

1. 2013: AMO – 76.19% Actual – 76.72%
2. 2014: AMO - 76.63% Actual – 83.63%
3. 2015: AMO - 83.33% Actual - 79.71% appealing potential 80.0%
    a. In this cohort, we started with 185 students, had 43 students move out and 36 students move in. Of those 36, 20 had negative codes, left without transfer data, Job Corp, expelled and five dropped for lack of attendance and not able to be located by School Truancy Officer

- Action:
    1. Connections - Advisory Period where teachers connect and maintain relationships with group of students to the end of high school success with credit, attendance and graduation requirements. Through a connection with a local bank, students are working their way through EverFi course offerings (Health & wellness, Financial Literacy, Civic Engagement and Career Success) at each grade level.
    2. College & Career Pathways - BHS New Tech Counselors are reframing the Comprehensive guidance program. They work to stay in constant communication with students to remind them of mindset, grades, credits, college and course offerings/schedules. Counselors hold monthly class meetings to keep students on track. Counselors work at Mid-term and Quarterly with students on the bubble of and those with D's and F's
    3. Student Voice
        a. Committee - As part of the Arkansas Leadership Academy, BHS New Tech has a Student Voice Committee that has addressed student concerns from lockers to learning styles in service of keeping one another engaged with learning and on track to graduate.
        b. Student Council - students have the opportunity to be elected to represent their peers on the student council and to drive school pride through social events and learning opportunities.
        c. Culture Survey - students are given a culture survey, from New Tech, twice a year and are asked how they feel about everything from rules to pedagogy to relationships. The data is analyzed and strategies formed in response in service of student learning and progress towards graduation.
    4. Parental Involvement - College & Career Fair, FAFSA & College Application Night, Step-Up to High School, First Things First and a host of other parent-requested and school provided learning opportunities build parent capacity to support college and/or career-bound students in persistence towards graduation.

Waiver Support

- Licensed Personnel Waivers - With these waivers, BHS New Tech has the flexibility to retain professionals who are highly qualified to instruct students in their fields of

specialty offers a continued opportunity towards innovation with respect to contextualized, real-world learning.

- BHS NT has been able to provide students with highly qualified instructors in Spanish and French where no licensed personnel were available.
    1. The French and Spanish teachers are leading a French exploration project and trip to France over next summer. Both are highly versed in culture and languages and bring a unique flair for teaching and engaging students in language that are not found in traditional settings
- BHS NT has been able to provide students with highly qualified, business-world experienced professionals as instructors in business and career classes.
    1. Having a business teacher who has owned multiple businesses, worked as a financial investor, insurance adjustor and other areas of specialty in the field of business brings a rich background of experience and context to the learning environment for students.
- BHS NT has been able to provide students with a highly qualified college and career counselor who has vast experience working for the local college and ensuring students have tools necessary to move into college and career. The counselor's expertise in preparing students for every facet from the ACT to applications to FAFSA to Internships is a boost to student awareness, eligibility and preparedness.
    - The career counselor has enabled BHS New Tech the freed focus to ensure every student is aware of what opportunities exist beyond high school, is eligible for those opportunities and is prepared to be successful in those opportunities. The presence of the career counselor has enabled the counseling staff to have unique points of focus around student learning, attendance, grades, credits and future work.

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

1. 6-15-1004 Qualified teachers in every public school classroom
2. 6-17-301 Employment of certified personnel
3. 6-17-309 Certification to teach grade or subject matter—Exceptions—Waivers
4. 6-17-401 Teacher license requirement
5. 6-17-902 Definition (definition of a teacher as licensed) 6-17-9199a)(1) Warrants void without valid certification and contract
6. 6-18-1001 et seq. Public School Student Services Act Ark. (to the extent necessary to allow for the hiring of non-licensed individuals as guidance counselors, January 2, 2013)

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

7. 15.03 Licensure and Renewal
8. 16.01.3 Guidance and Counseling (requiring licensed counselors)

Waivers Other Rules:

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

- Gifted & Talented Waivers - with these waivers,
  - BHS New Tech has been able to extend gifted and talented student learning within the context of projects/problems while developing skills and attributes needed to be successful in using academic knowledge.
  - BHS has been able to deepen and enrich the Advanced Placement classrooms and push into partnership with the local college to offer advanced placement and blended concurrent credit/AP courses..
  - Student affective needs continue to be met in service of the ultimate end of learning

  Waivers from Title 6 of the Arkansas Code Annotated (Education Code)
  s6-42-101 et seq. General Provisions (gifted and talented)

  Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts
  - 18 Gifted and Talented Education

  Waivers Other Rules:
  - ADE Rules for Gifted and Talented Program Approval Standards
- Organization of Learning - with these waivers, BHS New Tech has
  - created integrated courses for students that provide relevant, contextualized learning and requires students to solve real-world problems, receive intervening support for skills in reading and comprehension. Current integrations: GeoLit, World Studies, American Studies and Environmental Biology.
  - embedded Oral Communications as a learning outcome in all core content areas with special emphasis and instruction in 9th and 10th grade humanities. Students are able to use the skill in a contextualized, relevant way connected to their learning.
  - These integrations allow BHS New Tech to remain innovative with project-based learning and creating authentic, contextualized learning for students.

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

  9.03.4.1 Language Arts Grades 9-12 (oral communication after two years of English at ninth and tenth grades)
  10.01 Required Time for Instruction and School Calendar
  10.02.05 Class Size and Teaching Load
  14.03 Unit of credit and clock hours for a unit of credit (for classes taught simultaneously)

Overall Effectiveness

The Story in Timeline

- 2009 – 2010 Mr. Ashley Becomes principal and makes first priority of transforming culture, establishing consistency in procedures & processes, aligns curriculum, worked with state improvement specialist, external provider.

- 2010-2011 - – Mr. Ashley & team worked to solidify culture, align curriculum and crosswalk Common Core State Standards, align courses and work towards improving student achievement through interventions and hyper-focused work around removing the gaps for student learning.
- 2011-2012 – Mr. Ashley & team continued to work towards student growth but the overall level of students entering BHS and then learning while at BHS continued to lag. Through targeted work with data on graduation rate, it became evident that most students who failed to graduate fell behind within the first semester of their freshman year. In response to this data, Mr. Ashley appointed a team to begin work on establishing a Freshman Academy to target Freshmen. The move to Common Core State Standards was also in process, and it was evident that the students were also lacking soft skills, such as communication and collaboration, and needed more than simple classroom instruction to meet annual measurable objectives. In the spring of 2012, Mr. Ashley took two teams of teachers and school leaders to Cross County High School to view the work students and teachers were doing as a newly transformed New Tech School. Later that spring, another group took a closer look at New Tech with an executive tour of Ruston New Tech in Ruston, LA. Through this process, it became evident that the New Tech process to engage, empower and enable students through PBL, 1:1 technology and a further shift in culture was the next step towards improving student learning and students owning their learning. Through district support and local board of education support, Blytheville High School entered into a planning agreement with New Tech Network in the Summer of 2012. Mr. Ashley, Mrs. Spears, Mrs. Cooke and the teacher leaders of the newly formed freshman academy attended the Planning Track of the New Tech Annual Conference during the Summer of 2012 and began the first steps of the process.
- 2012-2013 – Mr. Ashley and his team continued diligently working to grow student learning and achievement with limited success. During the Fall of 2012, the process began with the conversion charter application. Spring 2013, Leadership residency, teacher residence. Summer 2013 New Schools training
- 2013-2014 – Roll – out/Year 1
- 2014-2015 – Year 2
- 2015-2016 – Year 3
- 2016-2017 - Year 4
- 2017-2018 - Year 5

- New Tech Support & Measures of BHS New Tech Growth
  - Instructional Shifts:
    1. PBL is the primary mode of instruction in BHS New Tech classrooms
    2. BHS New Tech is working to elevate classroom-based PBL to community/field-based PBL to make learning more relevant and authentic
    3. Performance assessment is a leading mode of assessment and is used in conjunction with formative assessments (built in common with content-alike PLCs) and Skill-based assessments to determine student mastery and needs.

4. BHS New Tech is using external standards for quality assurance - rubrics normed and vetted through New Tech Network National and Nationally-normed Skills-based Renaissance STAR assessments.

- Cultural Shifts (Adults)
  1. Teachers are active learners and continually work to model agency, collaboration and other skills for students in the learning process
  2. Teachers actively collaborate around PBL instruction including project design and analysis of student work/learning
  3. Teachers have an active voice in leading learning and have active leadership opportunities - Teacher Culture Survey
  4. BHS New Tech is shifting practices to be driven by inquiry at the lead of data.
  5. System and school leaders actively participate in network learning.
- Cultural Shifts (Students)
  1. Students actively collaborate to complete project tasks, requirements, products and presentations.
  2. Students reporting of positive feelings about elements of school culture (via New Tech culture survey) has increased:
     a. Positive Connections to School
     b. Positive Learning Experiences through PBL/PrBL
     c. Positive Feelings About Discipline (discipline is fair, enforced and based on rules students helped establish)
     d. Positive feelings about peer relationships on campus
     e. Positive feelings about adult relationships on campus
     f. Positive feelings about preparation for college & career
  3. Students routinely present mastery of Knowledge & Thinking to a variety of community members beyond district and school staff.
  4. Students have an active voice in the learning community
- Developmental Indicators
  1. Staff consistently use Echo for grading
  2. Staff consistently use rubrics aligned to SWLOs when assessing the final product of a project
  3. Staff are disciplined in their use of collaborative planning time to improve project design and facilitation
  4. BHS has clear structures and practices designed to attend to student relationships and collaboration at project and school level
  5. Staff have begun using 'Looking At Student Work protocols to assess the impact of their instruction and inform their learning

- Growing Parent Engagement
  - PTO is thriving with projects ranging from Homecoming parades to Christmas baskets for students in need to Valentine's court to community support.
  - Parent Voice - Advocacy & Input Surveys and Positive Contacts
  - College & Career Nights for Families of Juniors & Seniors
  - First Things First - highest rate of attendance in history
  - Echo - parent management

- Growing Technology
  - Students are demonstrating responsibility and shift in agency with their devices
  - Since the 2013-14 roll-out, only seven devices have been unreturned (out of 879 total).
  - Students have option to enroll in a work-it-off program to pay for damages and repairs on their computer.
  - Ritter Communications has partnered with the district to offer deeply discounted internet service to families.
  - Blytheville School District is on the front edge of equipping school buses with wifi

The stories between the numbers reveal much.

Student grit and persistence are steadily increasing. A hefty anecdotal piece of data came from multiple teachers around PARCC assessment. PARCC represented a new type of testing and also a different level of testing. Teachers were pleased with student participation, performance and willingness to persist even when extremely difficult. The same is true of projects and problems. Student learning expectations have become more rigorous and the bar has been raised. Students, in large part, no longer complain, but jump to the tasks at hand to tackle their own learning.

Student agency continues to be displayed in every-day ways from management of their devices to facing obstacles head-on, to meeting benchmarks, seeking feedback, to dealing with interpersonal conflict (managing relationships) and more.

We are growing, learning and transforming teaching and learning. We are seeing results and the hard work is beginning to pay off. The results are not rising quickly enough to remove us from distress and priority in one fell swoop, but we are making incremental, positive, sustainable changes that will, in turn, leave the system permanently adjusted to the outcomes we desire.

Academic Distress Recommendations
Blytheville School District

Recommendation 1: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.

Recommendation 2: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the school/district.

Clarification: The plan will identify the following:

- an induction system that accelerates the assimilation of new staff
- specific monthly activities related to recruitment, induction, and retention
- quarterly evaluation of the activities
- An analysis of the reasons teachers leave the district or remain.

Recommendation 3: School leadership will implement a team structure that supports student learning and improved achievement as its primary purpose.

Clarification: The leadership team is the recipient of data from instructional teams and provides guidance and support for improved student outcomes. Instructional teams are the primary source for planning, implementing, and assessing teaching and learning. In addition to instructional teams, the leadership team also develops a structure of support teams that include parent teams, student teams (when appropriate) and community teams.

Recommendation 4: School leadership, in collaboration with district administration, will facilitate an analysis of current English/language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment.

Clarification: An aligned curriculum will address state and local standards, courses of study, pacing guides, instructional unit plans, daily lesson plans, and assessment and instructional strategies. The primary assessment of student learning will occur following the completion of each instructional unit (approximately two – three weeks) by the instructional team that is responsible for the planning and implementing instruction. This assessment will result in interventions for students who need additional support to master standards and enrichment for students who have mastered

standards. The focus on unit assessments does not preclude the need for ongoing, daily, formative assessments within a classroom or assessments that occur at longer intervals, such as quarterly or semester exams. Leadership will regularly evaluate the process and determine the need for modifications.

Key Indicators: Priority Schools

Provide Strong Leadership Ensure Effective Teachers Redesign School Day, Week or Year to Provide Additional Time for Student Learning and Teacher Collaboration				
	ID01, ID04, ID07	IF02, IF06, IF11	IG01	IH01
IMO Area 1: Change in Teacher and Leader Practice	Establishing a team structure with specific duties and time for instructional planning	Aligning classroom observations with evaluation criteria and professional development	Expanded time for student learning and teacher collaboration	Ensuring High Quality Staff - Recruitment, Evaluation, and Retention
	IIB02, IIB04	IID02, IID06	IIA01	IIIA01, IIIA07
IMO Area 1: Change in Teacher and Leader Practice	Engaging teachers in assessing and monitoring student mastery (*Pre-/Post Tests)*	Assessing student learning frequently with standards-based assessments	Engaging teachers in aligning instruction with standards and benchmarks	Expecting and monitoring sound instruction in a variety of modes - Preparation
Strengthen School's Instructional Program Use Data to Inform Instruction				
IMO Area 2: Student Progress and Achievement	*See Student Achievement Data*	*See Student Achievement Data*	*See Student Achievement Data*	*See Student Achievement Data*
Establish School Environment that Improves Safety				
	IIIC10	IIIC10	IIIC10	IIIC10
IMO Area 3: Student Safety and Discipline	Expecting and monitoring sound classroom management	Expecting and monitoring sound classroom management	Expecting and monitoring sound classroom management	Expecting and monitoring sound classroom management
Engage Families and Communities				
	IVA01, VA01	IVA01, VA01	IVA01, VA01	IVA01, VA01
IMO Area 4: Family and Community Engagement	Defining the purpose, policies, and practices of a school community Opportunity to Learn	Defining the purpose, policies, and practices of a school community Opportunity to Learn	Defining the purpose, policies, and practices of a school community Opportunity to Learn	Defining the purpose, policies, and practices of a school community Opportunity to Learn

Key Indicators: Priority Schools

	Post-*Secondary School* Options	Post-*Secondary School* Options	Post-*Secondary School* Options	Post-*Secondary School* Options

DISTRICT: BLYTHEVILLE SCHOOL DISTRICT
SUPERINTENDENT: RICHARD ATWILL
SCHOOL: BLYTHEVILLE HIGH SCHOOL - NEW TECH
PRINCIPAL: BOBBY ASHLEY
STATUS: PRIORITY
SITE-BASED SIS: TERYN SPEARS
EXTERNAL PROVIDER: NEW TECH NETWORK/GENERATION READY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/MS.JAMIE HOLIMAN

PRIORITY SCHOOL
45-DAY PLAN/QUARTERLY REPORT

1st QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will implement a team structure that supports student learning and achievement as its primary purpose. (3)

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The Blytheville High School Leadership Team, in collaboration with the District Leadership Team, spent the summer revamping the leadership structure. We have now established the following sub-teams that report back to the leadership team in service of student learning: Instructional Team, Operational Team, Stakeholders Committee, and Cultural Team. Sub-team leaders were selected with input from instructional leaders, assistant principals and key building personnel and have been appointed and tasked with type-specific areas. The instructional sub-team is responsible for content collaboration, assessment data, planning, interventions for students falling behind and teacher support around instruction. The operations sub-team is responsible for the day-to-day operations of the building including the physical plant, bell schedule, procedures and student and teacher attendance. The cultural team works with teacher and student voice, fall and spring culture surveys of the school, teacher retention, positive behavior and intervention supports, discipline data and grade level PLCs for teachers. The stakeholder sub-team is responsible for garnering ongoing parent input and involvement in decision-making for students and for the movement of the school as well as breaking barriers between the school, home and community. In addition to the stated structure, the director of the Blytheville High School Alternative Education program reports to the core leadership

team on the progress of her program and students.

A major component of the leadership process is the involvement of teacher leaders. Teacher leaders were selected through their willingness to take on tasks and in their demonstration of ability to lead their peers. Teacher leaders lead the two humanities teams (9-10 grade and 11-12 grade), the science team and the math team. Those teams comprise the instructional sub-team. Additionally, teacher leaders lead the grade level PLC teams that are a portion of the cultural team. Beginning in May of 2015, the seven teacher leaders were gathered for learning, training, development and support. That work continued through the summer (July 13, 2015) just ahead of their first time to work with their teams during the New Tech Annual Conference. As evidenced by the tasks below this group meets regularly to work around student learning needs, teacher learning needs.

On 9/16/2015, the BHS Leadership Team determined that ID04, “All teams will prepare agendas for their meetings,” and ID07, “A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting)” have both been fully implemented as a result of our work. At that time, ID01, “A team structure will be officially incorporated into the school governance policy” was assessed as being only partially implemented because we had to research to determine if our new leadership policy had been officially incorporated into school governance policy. After researching the indicator, on October 12, 2015, the Blytheville High School Leadership Team was able to revisit the indicator and assess it as fully implemented.

Quarterly Objective:
Establish teams that report to the leadership team, including an Instructional Team, Operational Team, and Cultural Team, and include members on the leadership team who report from these teams as well as the previously existing Parent Teacher Organization and Student Voice Committee.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop and support teacher leaders in their work in Content Collaboration (by area of instruction) and in Culture Collaboration (by grade level) in preparation for their work during professional development and the first two weeks of school.	8/7/15	8/7/15	Teryn Spears	X		The teachers leaders met on August 7 and worked in areas of leading self, leading other and leading the system. Goals were set for support on a monthly basis (meetings to be held the first Tuesday of the month), for key areas of focus for each teacher’s team beginning the year (based on the Spring 2015 Student Culture Survey data) and for the cross-team support for teachers (included stated

						times for peer observations and cross-walks). The agenda, sign-in and minutes document give the detailed account.
2. Develop framework for a collaborative weekly agenda for the core leadership team that has stated purpose.	9-2-15	8-26-15	Robin Sneed, Bobby Ashley & Teryn Spears	X		The agenda framework was created as a google document and shared with sub-team leaders to populate. The framework will continue to be in place in each week for leadership meetings.
3. Set schedule for weekly leadership meetings.	9-2-15	8-26-15	Bobby Ashley	X		The meetings have been set for 12:45-1:30PM every Wednesday.
4. Ongoing monthly leadership development and support for teacher leaders in their work in Content Collaboration (by area of instruction) and in Culture Collaboration (by grade level).	9-1-15 10-12-15	9-1-15 10-12-15	Teryn Spears, Robin Sneed, Bobby Ashley	X		The teachers met on September 1 and continued to work in the focus areas of leading self, leading others and leading the system. Gaps, areas of concern and suggestions for teacher support were brought forward and intentional plans for supporting teachers with classroom management and instructional support (by both their peer teachers and administrators and instructional leaders) were put into place. Additionally, the monthly support has moved to Wednesdays so that after-school tutoring is not a conflict. The agenda, sign-in and minutes document give the detailed account.
5. Hold Weekly Building Core Leadership Team meetings in service of supporting and improving student learning.	9-2-15 9-9-15 9-16-15 9-23-15 9-30-15 10-7-15	9-2-15 9-9-15 9-16-15 9-23-15 9-30-15 10-7-15	Bobby Ashley	X		The building core leadership meeting were held each Wednesday from 12:45-1:30PM. Minutes, sign in and agendas provide the meeting details.

	10-14-15	10-14-15				
6. Collaborate with New Tech coach Julia McBride to identify key areas for leadership development and support for the core leadership team and for teacher leaders to inform Julia's agenda and work.	9-16-15	9-16-15	Teryn Spears, Bobby Ashley	X		Via phone conference, Bobby Ashley and Teryn Spears collaborated with Julia McBride to craft an agenda and work to provide support and development for the leadership team on Julia's 9-23-15 visit to Blytheville High School.
7. Quarterly Leadership Transformation Workshop with Julia McBride, New Tech Coach	9-23-15	9-23-15	Bobby Ashley, Teryn Spears, Julia McBride	X		The workshop with Julia was held and the goals to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement, all in service of state-level and BHS teaching and learning goals served as the lens for the work. Agenda, Sign in and minutes provide details.
8. Attend New Tech Leadership Summit to continue learning and work around building a leadership team that supports student learning through meaningful assessment of rich data.	10-14-16 10-15-16 10-16-16	10-14-16 10-15-16 10-16-16	Bobby Ashley, Teryn Spears	X		Bobby Ashley and Teryn Spears attended the New Tech Leadership Summit (along with District Curriculum Director, Sally Cooke) and extended learning of meaningful leadership and learning through deep assessment of data. Travel receipts, New Tech Registration and work from the Summit provide more detail and evidence.
9. Research Current Policy to determine if ID01 has been fully implemented.	10/12/15	10/12/15	Paul Jenkins	X		The Blytheville Public School Board approved the amended team structure on September 28, 2015.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will facilitate an analysis of current English / language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment. (#3)

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):
Math and English Language Arts teachers have been working this quarter to revise units of instruction based on analysis of the curriculum Total Instructional Alignment (TIA) documents. Teachers have worked collaboratively to develop a total of two pre- and two post-assessments during the first quarter, and to analyze data from those assessments to inform curriculum decisions (including vertical alignment) and instructional decisions (including individual student intervention and extension needs).

The Blytheville High School Leadership Team assessed IIB02, "Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction" and determined that our current level of implementation is "Limited Development." While the goal is to have all students in math and English Language Arts classes take pre- and post- tests, only 85% of students have been assessed in English and Math courses this quarter. Upon full implementation, a minimum of 95% of students will take common assessments, documentation of scores and score analysis will be presented to the Leadership Team, and the team will use this data to make decisions for improvement.

Quarterly Objective: Math and English Language Arts teachers will create, collect data from, and analyze data for a minimum of two unit assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1. Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	9/30/15	9/30/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Following data analysis, teachers made plans to use the data to inform instruction.
2. Eleventh and twelfth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	9/30/15	9/30/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Following data analysis, teachers made plans to use the data to inform instruction.
3. Based upon the results of pre-assessment data, the Humanities instructional teams will determine two sets of skills to focus on this semester for vertical alignment across grades 9-12.	9/30/15	9/30/15	Robin Sneed	x		The humanities department (English and history integrated departments) used the data from the first pre-assessment and the data pertained from the Looking at Student Work (LASW) protocol to analyze student writing from an Independent Assessment of Knowledge and Thinking (IAKT) essay that required students to analyze a piece of literature to determine the following focus skills for the quarter: verb usage (particularly active voice, subject-verb agreement, and shift in verb tense) and academic vocabulary (particularly the correct use of homophones when writing and using context clues to aid in reading comprehension).
4. After determining focus skills, the humanities instructional teams will determine support skills for each focus skill and break them	10/1/15	10/1/15	Robin Sneed	x		The humanities department created a google document that aligns the two agreed upon skills based on pre-assessment data. For example: For

into grade level bands, agreeing that by the end of the semester 70% of students in each grade will master the agreed upon skills.						Verb usage, one specific skill that many students need remediation upon is using active voice in their writing. Therefore, ninth grade teachers agree to ensure that students can differentiate among active, linking, and helping verbs and use them correctly in writing. Tenth grade teachers agree to ensure that student can differentiate between active and passive voice, and revise sentences to make them active. Eleventh grade teachers agree to ensure that students can use specific verbs (show rather than tell) within their own writing, and revise their own writing so that verbs in essays are active at least 50% of the time. Twelfth grade teachers agree to ensure that students write using active voice at least 70% of the time. Other skills that are broken down in a similar fashion include: verb conjugation, subject-verb agreement, verb tense (consistency of usage), etc.
5. Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit post-assessments and analyze the data.	10/12/15	10/12/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling.
6. Eleventh and twelfth grade Humanities instructional teams	10/12/15	10/12/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was

(English and History teachers) will develop two unit post-assessments and analyze the data.						completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling.
7. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit pre-assessments and analyze the data.	9/30/15	9/30/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Based on the analysis, the following skills were selected to focus on: Resource Algebra - Writing Algebraic Expressions and Graphing Inequalities; Algebra I - Evaluating Functions and Slope; Geometry - Undefined terms in Geometry - Points, Lines, and Planes, and Ratios and Proportions; Algebra II - Multi-step and Literal Equations; Pre-Cal - Vertical Line Test and is the Expression a Function; AP Stats - Quantitative Data Displays and 5-Number Analysis; AP-Calc - Trig and Inverse Functions. Teachers used these analyses to plan upcoming and future units.
8. The math department instructional leader (who is a certified Google trainer) will provide support in using Google forms, Google classroom, doctopus, and flubaroo to facilitate data collection and analysis.	9/30/15	9/30/15	Tyler Isbell	x		Through collaboration, Mr. Isbell has been able to provide brief mini-lessons on Google docs, Google classroom, Google forms, Doctopus, and Flubaroo, and answer questions as needed. Teachers then used this training to report and analyze data. Teachers are also using the training to facilitate other areas of project based learning (PBL) and project

						based learning (PrBL) in their classrooms.
9. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit post-assessments and analyze the data.	10/12/15	10/12/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling with the above stated focus areas in math.
10. English teachers will create Academic Improvement Plans (AIPs) for students who have not reached proficiency on their previous state assessment.	10/15/15	10/15/15	Bobby Ashley	x		Academic Improvement Plans have been written. Plans are in place to get parents to sign the AIPs during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who do not attend PT conferences.
11. Math teachers will create Academic Improvement Plans (AIPs) for students who have not reached proficiency on their previous state assessment.	10/15/15	10/15/15	Bobby Ashley	x		Academic Improvement Plans have been written using data from the previous state assessment as well as the current STAR Instructional Planning Report. Plans are in place to get parents to sign the AIPs during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who do not attend PT conferences.
12. Science teachers will create Academic Improvement Plans (AIPs) for students who have not reached proficiency on their previous state assessment.	10/15/15	10/15/15	Bobby Ashley	x		Academic Improvement Plans have been written using data from the previous state assessment as well as the current STAR Instructional Planning Report. Plans are in place to get parents to sign the AIPs during Parent-teacher conferences on October 20th and October 23rd.

						Teachers agree to contact parents who do not attend PT conferences.
13. Math teachers will create an Action Plan for those students who have Ds or Fs in their classes at the end of the quarter.	10/15/15	10/15/15	Bobby Ashley	x		For those students who have Ds or Fs, teachers analyzed each student's data to determine the reason for their poor performance: attendance, work ethic (agency), lack of foundational skills, etc. The Action Plan includes specific actions for each student, their parent, and their teacher. Plans are in place to have these plans signed by parents during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who not attend PT conferences.
14. Humanities (English and history) teachers will create an Action Plan for those students who have Ds or Fs in their classes at the end of the quarter.	10/15/15	10/15/15	Bobby Ashley	x		For those students who have Ds or Fs, teachers analyzed each student's data to determine the reason for their poor performance: attendance, work ethic (agency), lack of foundational skills, etc. The Action Plan includes specific actions for each student, their parent, and their teacher. Plans are in place to have these plans signed by parents during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who not attend PT conferences.
15. Science teachers will create an Action Plan for those students who have Ds or Fs in their classes at the end of the quarter.	10/15/15	10/15/15	Bobby Ashley	x		For those students who have Ds or Fs, teachers analyzed each student's data to determine the reason for their poor performance: attendance, work ethic (agency), lack of foundational

						skills, etc. The Action Plan includes specific actions for each student, their parent, and their teacher. Plans are in place to have these plans signed by parents during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who not attend PT conferences.
16. Review lesson plans within ECHO, our online learning management system, to determine the level of consistent implementation of IIB04.	12/02/15	New Goal	Robin Sneed		x	New task, created in Indistar on October 14th following Leadership Meeting and assessment of Indicator IIB04.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): The Blytheville High School Leadership team assessed indicator IIIC10 and determined that our current level of implementation is “Limited Development.” While being reinforced in some classes, the expected behavior is not implemented in all classes consistently.

The BHS faculty and staff has developed a discipline T-Chart that determines classroom managed behavior versus office managed behavior, and we have a PBIS team that periodically provides Professional Development support for positive behavioral intervention. The PBIS team has identified Level II students to whom the faculty provides additional behavioral support. Students who need a more structured learning environment are evaluated for possible placement in our Alternative Learning Environment (ALE) program.

Quarterly Objective: The Cultural Team will oversee the restructuring of the PBIS team and program.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The newly structured PBIS team will set a goal to meet bi-monthly to analyze student discipline data and create strategies to reduce infractions. and the PBIS program.	8/24/15 9/2/15 9/23/15 10/7/15	8/24/15 9/2/15 9/23/15 10/7/15	Harriett Jumper/Jennifer Blankenship	X		Harriett Jumper, PBIS coordinator, met with the Leadership Team on October 7th to report progress, as evidenced in the October 7 Leadership minutes in Indistar.
2. BHS New Tech Staff will create a T-Chart to determine classroom-managed and office-managed student behaviors	8/14/15	8/14/15	Harriett Jumper/Jennifer Blankenship	X		During professional development and learning around PBIS, classroom management and student discipline, the staff collaborated with administration to create a T-Chart.
2. The PBIS team will provide support for Level II students through a check-in, check-out program with specific teachers.	10/15/15	10/15/15	Harriett Jumper/Jennifer Blankenship			Level II students have been identified through student discipline data and have been paired with teachers who have volunteered to be a connect point for students to check-in each morning and get set for the day and a check-out to debrief the day and set goals for the next day.
3. The PBIS team will attend training at Arkansas State University to support the work at BHS.	9/25/15	9/25/15	Harriett Jumper	X		The BHS New Tech PBIS team attended training at Arkansas State University's Center for Community Engagement. The work included support and training in these areas: Data and practices embedded in

						PBIS implementation School-wide Behavioral Expectations Tools for teaching Behavior lesson plans New ideas for Acknowledgement system T-Chart of Behavior Procedures for a continuum of interventions Using data for decision-making PBIS Assessment tools for self-evaluation
4. The PBIS team will provide incentives for positive student behavior	10/15/15/	10/15/15	Harriett Jumper/Jennifer Blankenship	X		Students with no referrals will have their names included in a drawing and three Incentive/prizes will be given out per grade level at the quarterly Awards Ceremony. The team is also providing teacher incentives. The students who received 0 tardies for First Quarter will attend a “No Tardy Party” the first week of November.
5. Analysis of classroom observations, specifically addressing classroom management.	12/16/15	New Goal	Jennifer Blankenship/ Bobby Ashley/Culture Team		X	New goal created in Indistar following the October 14th

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a

program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice (Assess where we are):

The Blytheville Leadership Team assessed IVA01, "The school's Title I Compact will include responsibilities (expectations) that will 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)" and determined that our level of development is "Limited Development." A new compact has been developed and will be signed during parent teacher conferences during the week of October 19th – 23rd. In April, parents and community stakeholders will take part in the annual evaluation and revision of the Compact as well as the parental involvement plan.

Quarterly Objective: The Leadership Team will review and approve a parent-school Compact and make plans to have them signed during the upcoming Parent Teacher Conferences.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The stakeholder team will create and recommend a new parent-teacher-student compact that addresses the current reality of teaching and learning for BHS.	10/7/15	10/7/15	Shane Spears	X		The compact is evidence of completion.
2. The Leadership Team will adopt the new parent-teacher-student compact.	10/14/15	10/14/15	Shane Spears	X		Copy of Parental Compact was shared with Leadership Team during the October 14th Leadership Meeting via a Google Doc.
3. Distribute compacts to all parents and gain support as evidenced by signature. (Have	10/20/15	New Goal	Shane Spears		X	New goal

paper copies of Parental Contract ready before Parent-Teacher conferences on 10/20/2015.						

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Blytheville High School New Tech has limited implementation of VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. The guidance and counseling office is staffed with three counselors, one of whom is a specialist with college and career advisement and most recently worked as a career coach. The counseling department is in the process of creating a comprehensive guidance plan that includes services offered through the counseling office as well as through local partnerships such as with Arkansas Northeastern College. BHS New Tech has an effective working relationship with Arkansas Northeastern College and provides office space and time with students for career coach Jeff Echols. The career coach provides assistance with ACT registration, college applications and career pathway advisement.

The counselors are working to identify the best process by which to provide individualized plans for each student and have taken on, as tasks this quarter, investigating various resources by which students help create and manage those plans. No final decisions have been made as there is one more resource to test. BHS New Tech does not have a sustainable process by which recent graduates are

tracked. Recent graduates have been tracked through connections with local colleges and through connections with students. Identifying a tracking process is a task the guidance teams has also taken on this quarter.

As a component of the overall guidance plan for the school, the counselors have established an advisory period, Connections, for the purpose of connecting students with their future. Through this advisory time, counselors are able to work with students, teachers are able to mentor students and make them aware of options as well as remind them of transcript position and graduation requirements and students gain real-world skills and understanding in service of their life beyond high school through EverFi (provided through a partnership with a local bank).

Through the work this quarter, the counselors have identified areas of weakness in students transitioning from Middle school to high school and have also identified areas that a comprehensive district counseling plan would address. As part of the movement towards full implementation, the counselors have identified new tasks to move into next quarter as well as continued work on the current tasks.

Quarterly Objective: Evaluate current guidance plan, recent graduate tracking procedures and other guidance/counseling processes in order to identify gaps, needs and seek appropriate resources.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Evaluate current guidance plan and graduate tracking	10/15/15	10/15/15	Scottie Landess, Emily Crosskno, Susan Stonner	X		Counselors met with Teryn Spears and Bobby Ashley to work on Connections Advisory for students and to evaluate the current guidance plan and graduate tracking. The current guidance plan needs a clear articulation. The individualized guidance plans for students do not include as much college and career connectivity as academic planning and as such need to be connected both to the work of the career coach and in a resource where students have access. The graduate tracking process is informal and not sustainable. Therefore, a new

						process and resource needs to be gained.
2. Create a comprehensive guidance plan for BHS New Tech	12/16/15	New Goal	Scottie Landess, Emily Crosskno, Susan Stonner		X	New Goal
3. Select a resource for individualized guidance plans and graduate tracking	12/16/15	New Goal	Scottie Landess, Emily Crosskno, Susan Stonner		X	New Goal
4. Gather guidance counselors K-12 for a comprehensive planning and support meeting in service of student support beyond high school.	11/20/15	New Goal	Scottie Landess, Emily Crosskno, Susan Stonner		X	New Goal

ARKANSAS DEPARTMENT OF EDUCATION

PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (*Please circle)* If yes, what support have you received from the district?

The District Leadership Team has provided support around the team structure, vertical alignment, improving instructional practices, and teacher recruitment and retention. Through the principals' monthly Learning and Growth time (held for all building principals across the district), the district has provided specific learning and support in effective use of data, modeling observation/feedback cycle with teachers and the identification of action steps to grow teacher practice and thus student learning and the modeling of team leadership, structures culture. Through the principal meetings and Instructional Facilitator meetings, the district has facilitated a vertical alignment process that specifically addresses the needs not only of our own school, but of our feeder schools as well. As a component of vertical alignment, one of the two monthly meetings with the principals' Learning & Growth is a tour of another campus. In September, Mr. Ashley, along with the other principals across the district, toured and observed classrooms in the Primary School. Following the observation, the debrief conversation provides opportunity to examine practices and the alignment across the district in service of student learning. In October, the principals will experience the Elementary School.

The district, as it works to assure vertical alignment, has worked with Blytheville Middle School to implement a Strategic Reading class to address the reading deficit and worked with Blytheville Primary and Elementary Schools on specific interventions, dyslexia and strategic reading goals.

The District Leadership Team has quarterly meetings in which building core leadership teams meet to evaluate data to determine progress and engage in a cycle of inquiry, to align practices and gain support for to support.

Additionally, the district leadership team scheduled training for Instructional Facilitators to attend at the end of October that focuses on Student Centered Coaching.

The District Leadership team has created a plan for Recruitment of Teachers that includes attending the National Teacher Project, requesting teachers who resign to complete exit surveys, and providing ongoing, job-embedded professional development that address the needs of teachers.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

BHS has implemented nine Critical Reading classes, which is designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Our math interventionist works daily with ninth and tenth grade students who are performing below grade level. In addition, students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through both math and English classes at least once per week. The September STAR baseline report indicated a 6.7 Grade Equivalency (GE) as the new average for the high school. We are still in the testing window and are working on make-up assessments for the month of October; however, preliminary results indicate a 6.8 GE, which is a slight improvement over the baseline data. Students in Critical Reading classes have also shown an improvement in the average reading level for those classes, which was 5.8 in September, and is currently 5.9.

In math, September baseline data indicated a school-wide average of 7.3, and preliminary results from the current October assessment shows a school-wide average of 7.5. For math, our interventionist is concentrating on Algebra I as the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.

In addition, all student who scored basic or below basic have Academic Improvement Plans. Scheduled in-class or after school interventions are in place.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our external provider, Pamela Chipman, provides support for leadership and specifically Mr. Ashley. When on our campus, she visits classrooms with the principal, conducts observations, and offers immediate feedback to teachers. She offers the principal and instructional facilitator advice on providing support in classroom management and instruction.

An internal SIS, Teryn Spears, has recently been appointed to our school. Spears works closely with instructional leader Robin Sneed to provide leadership and support for teacher leaders. Additionally, she works with Mr. Ashley to support his work as instructional leader. In collaboration with New Tech Coach, Julia McBride, Spears and McBride have created a structure and plan for supporting the building core leadership team and teacher leaders throughout the course of this school year. The plan includes quarterly transformational leadership workshops purposed to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement, all in service of state-level and BHS teaching and learning goals. Additionally, through targeted learning and work time with teachers leaders, Spears has worked to assist teacher leaders in actively and openly sharing their work, progress and struggles with one another to get feedback and to accelerate learning across the system in service of BHS improvement goals. Spears also attended the New Tech Leadership Summit with Principal Ashley to provide support and assistance in planning adult learning in the building as well as developing and implementing a system for the effective use of data to inform all school improvement decisions and efforts.

Our ADE SIS Team, Dr. Robert Toney and Ms. Jamie Holiman, has guided us in structuring the ADE Recommendations to align the recommendations with district needs, best practices and Priority Status requirements. The team has also provided us with an explanation of the requirements for the 45-Day plan. They have attended District and School Leadership meetings and provided feedback. Dr. Toney was very instrumental in the revitalization of the team structure.

What are the barriers, if any, in improving student outcomes?

- Poverty- 79.5 percent of the students in our school are classified as living in poverty, and 16.6 percent are classified as homeless.
- Teacher turnover - 18 teachers are newly hired this school year, of those 10 teachers are first year teachers.
- Students entering ninth grade below grade level in math and reading. Fifty-four percent of our incoming freshmen tested three or more years below grade level in math on their baseline STAR Math assessment in August. Seventy-two percent of our incoming freshmen tested three or more years below grade level on their baseline STAR Reading Assessment in August.

How is your leadership team monitoring student progress in the skill area of science?

Ms. Sneed, the instructional facilitator, attends science department collaborations and assists teachers in looking at student data and

aligning curriculum. She reports progress back to the Leadership team. Data review includes scores from an ACT Diagnostic that was given at the beginning of the school year. Currently, the science team is working on aligning skills that are tested on the ACT Aspire, and determining at which grade level those skills should be taught. The team is also developing higher order questions, modeled after those found on the ACT Aspire. The leadership team reviews information from these meetings and offers feedback that Ms. Sneed takes back to the department.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Ms. Sneed, the instructional facilitator, attends math and humanities department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Scheduled time has been set aside for each student to practice math skills through the Renaissance program, Math Facts in a Flash, and for reading practice through a Drop Everything and Read program that is monitored by progress on the the STAR Math and Reading assessments and the Renaissance Accelerated Reading program. Blytheville High School has adopted the following School Wide Learning Outcomes (SWLOs): Written Communication, Oral Communication, Thinking and Knowledge, Collaboration, and Agency. We can pull reports for progress for all SWLOs and across all content areas. The math and English Language Arts PLCs work collaboratively to design Common Assessments based on curriculum objectives. The Leadership team reviews the data from all of these data sources and provides feedback that Ms. Sneed takes back to the departments.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

We assigned our internal team structure and responsibilities for each individual in the leadership team:
Instructional Team is responsible for keeping the Leadership Team apprised of

- Data obtained from Common Assessments, STAR Math and Reading Assessments, and other forms of assessment
- Data obtained from classroom walkthroughs
- Number of students with disabilities (SWDs); types of support offered to SWDs.
- Number of ELL students
- Number of students below grade level in reading and math
- Number of students who failed math or English the previous quarter
- Number of students who make a D or F during each quarter of the current school year

Operational Team is responsible for keeping the Leadership Team apprised of

- Building maintenance concerns
- Total number of students enrolled
- Number of students in each TAGG group
- Teacher attendance
- Student attendance

· Bell Schedule Cultural Team is responsible for keeping the Leadership Team apprised of · Discipline data · Concerns from the Student Voice team · Cultural Survey data · Connections (advisory) program information · Scheduling Issues (student schedule; master schedule) Stakeholders Team is responsible for keeping the Leadership Team apprised of · Minutes from Parent Teacher Organization meetings · Positive Parent Contact per month information ● Community Events hosted by the school or district
If anything, what do you intend to change or modify for the next quarter? The leadership structure has been a positive adjustment and has freed our team to work more effectively. We are going to hone our focus next quarter and really dig into the multiple streams of data as a core team. As the data has come in towards the end of this quarter, we have had the opportunity to engage in a cycle of inquiry around that data. As a team, we are going to be strategic with our time and work with teachers around that data and our feedback.

SCHOOL LEADERSHIP TEAM'S REPORT _1st_ QUARTER

STUDENT/ TEACHER DATA by Quarter **(IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	187				28	3	15				**12**			
10	151				16	1	5				**3**			
11	156				25	1	4				**3**			
12	174				26	1	2				**1**			
Total	**668**				**95**	**6**	**26**				**19**			

Comments/ Clarifications:

The ninth grade appears to be overly represented in the number of students with 5 or more referrals as well as the number of students who have been absent 10 or more days; however, the ninth grade also includes those students who have been retained due to failing to earn enough credits to be promoted to the tenth grade. The data for referrals will continue to be analyzed by the PBIS & Cultural Team and that team will provide supports and interventions for students receiving

five or more referrals. The data for student absentees will continue to inform the attendance team (on the operations sub-team), and those students will be provided support through both the school and the school attendance officer.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				*ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by the Renaissance STAR Math Assessment / September (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by the Renaissance STAR Math Assessment / September (Month Determined)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by the Renaissance STAR Reading Assessment / September (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by the Renaissance STAR Reading Assessment / September (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
N/A	18%											
3					21/11%				47/25%			
4					41/28%				70/47%			
5					41/27%				75/50%			
6					90/48%				65/50%			
7							59/43%				76/56%	
8							88/66%				90/63%	
9							98/54%				129/72%	
10							64/46%				111/77%	
11							81/54%				114/76%	

12							**74/49%**				**123/78%**	

Comments/ Clarifications:

There are six (6) content area teachers who have missed five (5) or more days due to illness, personal business, school business or professional development. Of those six, four (4) are math teachers, and two (2) are literacy teachers. One of those literacy teachers, a reading interventionist, has since resigned due to illness. Included with the number of students reading below grade level is also the percentage of students, which was determined by dividing the number of students below grade level by the number of students tested. The first quarter data is from the baseline data in September. In addition, math students performing below grade level was calculated by the same method as reading.

BHS has implemented nine Critical Reading classes, which is designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Our math interventionist works daily with ninth and tenth grade students who are performing below grade level. In addition, students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through both math and English classes at least once per week. At the end of the 2014-2015 school year, the average reading level for BHS was 7.0. However, due to the “summer slump” as well as the loss of last year’s graduating seniors and the gain of a new ninth grade cohort, the September STAR baseline report indicated a 6.7 Grade Equivalency (GE) as the new average for the high school. WE are still in the testing window and are working on make-up assessments for the month of October; however, preliminary results indicate a 6.8 GE, which is a slight improvement over the baseline data. Students in Critical Reading classes have also shown an improvement in the average reading level for those classes, which was 5.8 in September, and is currently 5.9.

In math, September baseline data indicated a school-wide average of 7.3, and preliminary results from the current October assessment shows a school-wide average of 7.5. For math, our interventionist is concentrating on Algebra I as the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	**2nd**	**3rd**	**4th**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4***			**1st**	**2nd**	**3rd**	**4th**
9	**11**	**139**	**21**				**127**	**136**			**263**	**63**	**24%**			
10	**34**	**140**	**16**				**121**	**139**			**260**	**78**	**30%**			
Example							***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications: Overall, the number of students who scored Ds and Fs on the Unit 1 and Unit 2 exams were fairly consistent and produced somewhat of a bell curve. Many teachers report that students' scores improved drastically over the pre-assessment. One teacher expressed dismay that students who scored low on the first Unit assessment did so because they simply refused to work some of the word problems, which she knew they understood the formula for based upon the Multiple Choice items over the same concept (distance). Support for those students receiving D's and F's comes directed through teacher/parent-created Action Plans that address specific skills and needs on which the student needs to work. Those Action Plans are worked on with parents at Parent-Teacher

Conferences and then shared with the students in class (for those students who do not attend with their parents). The plan serves as a living actionable guide for the teacher, parent and student to guide the student to improving skills necessary to reach the learning goals.

The instructional teams will analyze data, not only instructional but also anecdotal, to determine the root cause of the above situation and other similar situations that are occurring. One early possible conclusion is related to the students' ability to read and comprehend the information given in word problems, which would include mentally holding multiple pieces of data while avoiding distractions within each problem. Recent analysis of student performance on a common assessment in Geometry revealed the assessment was written far above average student lexile range. Through the use of a Looking at Student Work protocol for data analysis, it became evident that the students struggled more with reading the content of the assessment than they did with actual Geometry skills. In response to that data, the teachers are implementing reading strategies to support student decoding and comprehension as well as specific strategies for noted Geometry gaps. This cycle of inquiry will be continued in each content area: data brought to the table around the D's and F's, Analysis of the data and then strategies put in place to address what the data reveals. The strategies are then implemented and the results (data) will be reported back to the team, and the cycle will continue.

After we finish our parent teacher conferences on October 23rd, the instructional teams will also include information gleaned from the parents on issues they feel are exacerbating the situation, especially for those students with D's and F's.

The instructional teams will submit their data, findings and practices to the building core leadership team for additional support and learning.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	19	167	71				144	148			292	158	54%			
10th	28	145	70				121	124			245	164	69%			
Example							***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications: The percentage of students who made Ds or Fs on the first Unit test was much higher than those who made Ds or Fs on the second unit test. On the first 9th grade unit test, 73% of students made Ds or Fs; 70% of which were Failing grades on the assessment. On the second unit test, 57% of students made Ds or Fs, and only 23% were failing. On the first 10th grade unit test, 70% of students made Ds or Fs, of which 57% were Fs. On the second tenth grade unit test, 37% of students made Ds or Fs, of which 33% were Fs. The ELA PLC plans to focus on differentiated instruction and intervention strategies. The instructional facilitator will hold post-quarter data conferences with all ELA teachers and their team teachers and co-teachers over the next three weeks.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? ***You may include a chart to describe your data.***

The 2015 PARCC assessment data will be available on November 16, 2015.

To encourage independent reading and help improve reading scores, BHS implemented a Drop Everything and Read (DEAR) program last year. It was successful, and so we are continuing with the program this year. The chart below shows the growth in reading during the first quarter, according to Accelerated Reader.

1st Quarter 2013-2014 (before DEAR)	1,756.2 AR points	60.4% comprehension
1st Quarter 2014-2015 (first year of DEAR)	4,269.0 AR points	71.7% comprehension
1st Quarter 2015-2016 (second year of DEAR)	6,595.2 AR points	71.6% comprehension

As the chart above indicates, students are not only reading more books (which is how they get their AR points), comprehension on independent reading quizzes has improved since prior to implementation of the DEAR program. This also translates to a higher school-wide average reading level. At the end of May 2014, the average reading level for the high school was 5.8. At the end of May 2015, the average reading level was 7.0.

DISTRICT: BLYTHEVILLE SCHOOL DISTRICT
SUPERINTENDENT: RICHARD ATWILL
SCHOOL: BLYTHEVILLE HIGH SCHOOL - NEW TECH
PRINCIPAL: BOBBY ASHLEY
STATUS: PRIORITY
SITE-BASED SIS: TERYN SPEARS
EXTERNAL PROVIDER: NEW TECH NETWORK/GENERATION READY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/MS.JAMIE HOLIMAN

PRIORITY SCHOOL
45-DAY PLAN/QUARTERLY REPORT

2nd QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Academic Distress Recommendation: School leadership will implement a team structure that supports student learning and achievement as its primary purpose. (3)
Effective Practice within Category: The Leadership Team serves as a conduit of communication to enable input from faculty and staff and to make decisions for professional development based on data presented (ID08, ID10) Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: The Leadership Team serves as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10). The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development (IF11). Professional Development (PD) activities include whole faculty, small group and individual PD based on identified needs from observations (IF08). Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans (IF06). The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02).
Current reality of effective practice (Assess where we are): The Leadership Team is set up in a way that enables it to receive input from the faculty and staff through their responses and participation with their cultural and instructional team meetings, as well as through direct conversation with any member of the Leadership Team and input received during faculty meetings. Pertinent communication from the Leadership Team is shared with faculty and staff through announcements made during collaboration meetings or during monthly faculty meetings. Currently, we do not make agendas and minutes available to faculty and staff.

Professional Development is planned according to classroom observation data and teachers' responses to professional development needs surveys. BHS offers a variety of breakout sessions as a part of its annual August PD sessions so that teachers can choose the sessions that fit their individual needs. In addition, each content teacher attends PLC collaboration meetings in which they receive feedback from their peers about lessons, plan common assessments, review student work, and align curriculum. The principal, Instructional Facilitator, and outside consultant offers feedback and suggests resources following classroom observations. Currently, the principal's and IF's observations, as well as Needs Assessment Surveys completed by the teachers, inform professional development; however, the leadership team does not currently review or plan PD.

Through our TESS Evaluation system, teachers create individual Professional Growth Plans based upon classroom observation data and teacher self assessment. Each teacher then plans to attend professional development based upon his/her PGP and must address that plan to earn credit for their 18 Flex PD hours. The PGP and the Flex plan are reviewed by the principal and each teacher is responsible for bringing in documentation.

Quarterly Objective:
The leadership team will work to fluidly receive input from the faculty and staff through instructional and cultural professional learning communities and will regularly engage in a cycle of inquiry around improving student learning outcomes based on analysis of data from classroom observations, teacher data meetings and common assessments. That analysis will lead to specific strategies teachers will implement in their classrooms and administrators and instructional leaders will look for and specifically scaffold in classroom observations and will provide feedback on in subsequent data meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Julia McBride, New Tech coach, will provide professional development to deepen the Leadership Team and the teacher leaders' (Instructional Team and Cultural Team) understanding of how a Theory of Action can provide purpose-driven direction and revise PLC ToAs according to their purpose	11-11-15	11-11-15	Bobby Ashley/Teryn Spears/Julia McBride			Julia McBride worked with the BHS leadership team and teacher leader team (evidence by agenda and sign-in sheet) and accomplished the following objectives: ● Build further clarity around the purpose of BHS PLCs and each person's role and responsibilities in working to achieve that purpose ● Connect to the ideal future state of BHS PLCs in

						alignment with their purpose and crosswalk with the current state so as to identify opportune gaps to close ● Deepen understanding of how a Theory of Action can provide purpose-driven direction and revise PLC ToAs according to their purpose ● Expand leadership knowledge base around the concept of a learning organization and the conditions conducive to leading a process of continuous improvement to support planning next steps in PLC ToA-aligned processes of continuous improvement ● Work to build coherence between PLC efforts and their alignment to particular aspects of ADE recommendations and reporting expectations
Administrators and Instructional Facilitator will observe teachers and provide feedback based on the theories of action (TofA).	12-11-15	12-11-15	Bobby Ashley/Donald Davis/Jennifer Blankenship/ Robin Sneed			Teachers began process of creating ToA; some of those need to be refined and need direction. Observation and feedback based on those have begun and will continue next quarter.
Instructional Facilitators from across the district will meet around the Four Recommendations,	11-20-15 12-11-15	11-20-15 12-11-15	Sally Cooke Robin Sneed			Instructional Facilitators met with Sally Cooke, our district's Curriculum Director, in November and December

focusing specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in the DVD materials that accompany *Leverage Leadership* by Paul Bambrick-Santoyo.						to continue our work around formative assessment, data analysis, and the observation and feedback loop. In December, each IF discussed successes with practicing the observation/feedback process since our November meeting. We also discussed barriers to giving face-to-face feedback following observation, and we all agreed that time was the greatest barrier. We will continue coming together to collaborate around the Six Steps of Effective Feedback protocol next quarter.
Administrator Learning & Growth - District leadership and School Improvement Specialists work with principals across the district to increase alignment with leadership team practices and instruction, to focus on teacher recruitment/retention and to provide support in learning and growth. The work involves peer observations in each building and deep, focused learning and application of the work found in Leverage Leadership by Paul Bambrick-Santoyo. The work for second quarter focuses specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective	10-26-15 11-10-15 12-4-15 12-8-15 _____ 11-12-15 (The National Teacher Project Training, Part I)	10-26-15 11-10-15 12-4-15 12-8-15 _____ 11-12-15 (The National Teacher Project Training, Part I)	Teryn Spears Sally Cooke			Building administrators came together to work on honing practices for effective observations and feedback. Using Leverage Leadership as a guiding text, the team, under district leadership, worked to establish a structure that was consistent, timely, measurable and actionable. In addition, administrators made peer visits to the Elementary School, Middle School and High School as part of the ongoing work to align practices, instruction and curriculum as well as practice the observation/feedback cycle. Agendas, minutes and sign-in provide details and further evidence of the work. _____

feedback conferences based upon exemplars found in Bambrick-Santoyo's work. _____ Specific to the work of retention, the building administrators will take part in the National Teacher Project training and begin applying the learning.						Administrators attended the National Teacher Project Training in Little Rock on November 12, 2015. As a result of the first portion of the training, the administrators have focused clearly on staff members with whom they should have 'stay conversations' and have carried out those conversations. The training will continue with a webinar on January 19, 2016.
Assistant Principals from across the district will come together to align practices, receive support and have a time of learning focused specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback conferences based upon exemplars found in the DVD materials that accompany *Leverage Leadership* by Paul Bambrick-Santoyo.	12-10-15	12-10-15	Teryn Spears Sally Cooke			Assistant Principals from across the district came together to work on honing practices for effective observations and feedback. Using Leverage Leadership as a guiding text, the team, under district leadership, worked to establish a structure that was consistent, timely, measurable and actionable. In addition the assistant principals have established a need for continued work together for support, to align practices and to learn. The team will come back together at the end of 3rd quarter.
Data from data conferences and theories analyzed by Leadership Team and strategies and professional development for supporting teachers emerge.	11-18-15	11-18-15	Bobby Ashley/Robin Sneed			Data conferences were held with teachers and ToA developed. The theories were not presented to the leadership team because teachers need further scaffolded support to refine ToA. This task will be carried over into third quarter. However, data from conferences was presented to

						the Leadership Team on November 18th. As a result of this data analysis, the leadership team began to discuss the need of supporting writing across all disciplines as a schoolwide focus.
Ongoing Professional Development and Support provided for Teacher leaders (instructional team leaders and cultural team leaders).	12-7-15	12-7-15	Teryn Spears/Robin Sneed			The teachers met on December 7 and continued the work began with Julia McBride in November. Teacher leaders worked to create a common structure for PLCs to provide teacher support, create a collaborative atmosphere that is driven by inquiry and ensure that learning around student learning is taking place. They then explored how the experiential learning cycle framework could be used as a possible agenda. Finally, the teacher leaders further honed their PLC's Theory of Action based on student data and explored how to support the cycle of inquiry around that focus.
Professional Development Planning in response to data and teacher needs	12-15-15 12-16-15	12-15-15 12-16-15	Robin Sneed/Bobby Ashley/Teryn Spears			Teryn Spears, our internal SIS, and Robin Sneed, instructional facilitator, met on December 15, 2015 to analyze data and begin brainstorming for PD needs as a response to the data. The January 4th PD Agenda has been set in response to teacher needs as voiced through their PLC collaboration, feedback from a Self-Assessment of Practices survey, Information from data conferences, and data collected during classroom observations. This

						process will continue through next semester.
Ms. Sneed will attend the TLI ACT Aspire Literacy and Math Bootcamps, will evaluate the materials, and will provide training for instructional teams.	12-1-15 12-3-15	12-1-15 12-3-15	Robin Sneed			Ms. Sneed attended both the Literacy and Math Bootcamps and gathered data from various web resources, including the Arkansas State Livebinders and TLI's testinginar.com website, in order to prepare for the January 4th PD.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will facilitate an analysis of current English / language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment. (#3)

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Assessing student learning frequently with standards-based assessments (IID02, IID06)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Assessing student learning frequently with standards-based assessments (IID02, IID06).IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100) IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

Current reality of effective practice (Assess where we are):

Currently, the Blytheville High School Math and Humanities (literacy and history integrated) teams are administering pre- and post-assessments at approximately every three to four week intervals. Teachers are using pre-assessment data to inform instruction at the classroom level, and to some degree, the teams are analyzing post-assessment data to align curriculum and inform departmental decisions. However, we are not quite where we would like to be on these. The instructional teams have determined that one area that we need to focus on is scaffolding. Because we have still these goals, the Blytheville High School Leadership Team has determined that IIB02 and IIB04 are both in Limited Implementation. The Blytheville High School Leadership Team tabled discussion on IID02 until third quarter because we need to research whether the STAR assessments that we are based on standards. IID06, the establishment of annual learning goals utilizing student data, is fully implemented as of January 4, 2016.

On January 4, 2016, the BHS Leadership committee announced "To improve writing across disciplines" as its annual learning goal for this year. Using the Data Driven Dialogue Protocol, teachers made inferences about the current reality of our students' writing abilities based on recent writing data. Following this school-wide discussion, instructional teams developed a Round 1 plan of a Cycle of Inquiry and developed Theories of Action. Some examples of Theories of Action include: "If we as a humanities department collaborate on grading, then we will be more aligned" and "If we as a Math department collect common, foundational constructive response data (what data will you gather?), then we can gauge where students are in math writing."

Quarterly Objective:
The humanities and math instructional teams will engage in a Cycle of Inquiry concerning data collection, analysis, and strategy development regarding various forms of data, especially from common pre- and post- assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Chad Wheeler (11/12 Humanities Instructional Team Leader), Nicole Washington (9/10 Humanities Instructional Team Leader), Casey Bice (a history department representative), and Robin Sneed (Instructional Facilitator) will attend the New Tech Network Arkansas Literacy Convening, which will focus around the following Driving	11-10-15	11-10-15	Robin Sneed			Members of the Humanities Team traveled to Searcy, Arkansas on November 10th and participated in the NTN Arkansas Literacy Convening. They were able to network with other humanities teachers from NTN schools in the state around the purpose of defining literacy, exploring the topic of disciplinary literacy, and creating literacy tasks (IAKTs, which are

Question: “How can we use literacy as a driver of deeper learning?”						writing prompts that students complete individually during a project in order to demonstrate their proficiency towards that project’s focus standards). They used NTN IAKT templates, which were designed by the Literacy Designed Collaborative to draft their IAKTs. Then, each teacher worked with a team of teachers from other schools in order to evaluate IAKTs based on the NTN IAKT Creation Checklist/Rubric, using the Critical Friends process. Teachers expressed that they came away from the conference with a deeper understanding of a quality IAKT, as well as an understanding of the difference between the two forms of IAKTs: literacy tasks (which take 1-3 days) and College Readiness Assessments (CRAs, which take 5-8 days).
2. Chad Wheeler (11/12 Humanities Instructional Team Leader), Nicole Washington (9/10 Humanities Instructional Team Leader), Casey Bice (a history department representative), and Robin Sneed (Instructional Facilitator) will share information gleaned from the New Tech Network Arkansas Literacy Convening, including the effective development and evaluation of	12-10-15	12-10-15	Robin Sneed Chad Wheeler Nicole Washington Casey Bice			Instructional team leaders shared information gleaned from the NTN Arkansas Literacy Convening with the humanities teams over the course of several department collaborations. The department then used the information to develop literacy tasks, using the NTN templates that are based upon the original templates designed by the Literacy Design Collaborative (LDC). Nicole and Robin, who attended LDC

IAKTs (Individual Assessment of Knowledge and Thinking - literacy tasks) with the other members of the Humanities Department via departmental collaboration.						training over the course of the 2014-2105 school year, were able to give additional information.
3. Data conferences will be held with all content area teachers in order to analyze student data for growth and needs, brainstorm strategies, and determine next steps and an area of focus. Teachers will then draft a Theory of Action: If I _____, then my students will _____. This ToA will be used by principals and the Instructional Facilitator as they observe classroom instruction as an area of teacher support.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Robin Sneed Bobby Ashley Teryn Spears			Instructional leaders met with all content area teachers individually, or in teams with their team-teachers (teacher pairings for integrated courses) or with co-teachers (for special education co-taught classes). Data conferences were approached as a formal way of reflecting on teaching and learning. Teachers referenced data from STAR Reading and/or STAR Math assessments, as well as Common Assessments and ACT Diagnostic assessments in order to answer the following questions: 1. What growth have you noticed as a result of instruction so far this year? 2. What do you notice as overall student need? 3. What are some strategies that you have or plan to employ in order to meet that need? 4. What are some next steps for you? Teachers then completed their individual Theories of Action based upon the results of their answers to the above questions.

						Written communication, reading, and math skills were needs that were mentioned repeatedly in the conferences. One teacher's ToA statement appears as follows: "If I use more instances of written 'justify, argue, explain' questions, then my students will understand what skill a question is requiring them to perform." Another teacher wrote, "If I model the use of context clues and other related vocabulary skills, then my students' reading comprehension scores will improve on the next STAR assessment."
4. Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling. Teachers agreed that they needed to align their scoring and grading practices and made plans to address that in collaboration during the 3rd quarter.
6. Eleventh and twelfth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling. Teachers agreed that they needed to align their scoring and grading practices and

						made plans to address that in collaboration during the 3rd quarter.
7. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit pre-assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling. Teachers agreed that teaching and assessing written communication, particularly through constructed response-style items, was a needed area of focus.
8. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit post-assessments and analyze the data.	12-1-15 12-17-15	12-1-15 12-17-15	Robin Sneed			Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling with the above stated focus areas in math.
9. Math teachers will evaluate the progress of the Action Plans for they created for those students who have Ds or Fs in their classes at the end of the quarter.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Bobby Ashley			Mr. Ashley, Ms. Spears, and Ms. Sneed conducted data meetings during the quarter in which teachers reflected upon the needs of those students with Ds or Fs and where students were struggling. Teachers then brainstormed strategies to help those students who were struggling to learn content or struggling with the agency/responsibility that it takes to take ownership of one's own learning. There were fewer students with Ds/Fs in second quarter as compared to the first quarter in the

						10th grade math classes.
10. Humanities (English and history) teachers will evaluate the progress of the Action Plans for they created for those students who have Ds or Fs in their classes at the end of the quarter.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Bobby Ashley			Mr. Ashley, Ms. Spears, and Ms. Sneed conducted data meetings during the quarter in which teachers reflected upon the needs of those students with Ds or Fs and where students were struggling. Teachers then brainstormed strategies to help those students who were struggling to learn content or struggling with the agency/responsibility that it takes to take ownership of one's own learning.
11. Science teachers will evaluate the progress of the Action Plans for they created for those students who have Ds or Fs in their classes at the end of the quarter.	11-13-15 11-17-15 11-19-15	11-13-15 11-17-15 11-19-15	Bobby Ashley			Mr. Ashley, Ms. Spears, and Ms. Sneed conducted data meetings during the quarter in which teachers reflected upon the needs of those students with Ds or Fs and where students were struggling. Teachers then brainstormed strategies to help those students who were struggling to learn content or struggling with the agency/responsibility that it takes to take ownership of one's own learning.
12. Review lesson plans within ECHO, our online learning management system, to determine the level of consistent implementation of IIB04.	12-18-15	12-18-15	Robin Sneed			A review of lesson plans and data from common assessments indicates that pre- and post- assessments are given regularly in English and humanities courses. In science courses and in elective courses, formative assessments are used, but less consistently. All core teachers do bring data from their assessments and bring student work to

						collaboration and to data conferences and evaluate that data to determine student growth, students need, brainstorm instructional strategies, and determine next steps.
13. The Science department will evaluate data from ACT aligned common assessments twice during this quarter.	11-12-15	11-12-15	Robin Sneed Virginia Andrews			On November 12, 2015, the Science department brought data and discussed around the following questions: 1- What **trends** did you notice from your assessment? 2- How do these trends relate to data from you **diagnostic** assessment in August? 3- How will modify your **day to day** teaching based on the results of this formative assessment? 4- How will you modify your l**ong term** implementation of teaching ACT skills based on the results of this formative assessment? 5- What **assistance** do you need from others in the group in order to make these modifications? Some of the Next Steps shared by the group are: They will use lab reports to create questions, start low/work up with same set of data (scaffolding); they will implement ACT style questions into lab report (authentic learning); they need more ACT / ACT Aspire PD.
14. The Science teachers will travel to Cross County New Tech	12-9-15	12-9-15	Teryn Spears Virginia Andrews			Upon returning from the visit to Cross County New Tech, the science

in order to observe veteran New Tech Science teachers and in order to get a different perspective of PBL implementation in a science classroom. Our school has partnered with Cross County for this day of learning; Cross County plans to send a couple of their math teachers to observe PrBL and agency in our math classrooms. One of the teachers that our Science department will be observing and conversing with is Teresa Fuller, a 20 year veteran teacher with 9 years of experience in PBL, and 5 years with New Tech. She is a New Tech Certified Teacher and Certified Trainer.						department met (12-10-15) to discuss their visit using the following protocol: (What did we SEE? - concrete, objective, visual, or auditory observations and conversations; What did this make us THINK? - subjective opinions, ideas, feelings, goals; How should we ACT - next steps, people to contact, conversations to have, strategies to implement) Overall, the department saw students gathering materials without being prompted, getting to work on Echo immediately, students using rubrics on their own, students using technology wisely, etc. They think that the level of agency demonstrated by the students was a result of a school wide consistency in rewards/discipline, which Cross County facilitates through their Trust Card Initiative. They agreed that some actions our science department needs to take include scaffolding project work time; including “mini-projects” as benchmarks instead of a whole overarching entity, keeping college mindset, talking to guidance about a college tracking system, ensuring that all projects are aligned to standards. As a result of the Cross County visit, the science department began conversations around and brought to the leadership team the recommendation to realign the science curriculum; one

						suggestion being to integrate Pre-AP Biology and Environmental Science, but not to integrate regular Biology/ Environmental because the integration has enabled some students not to take a science in their junior year and caused some students to struggle with the science section of the ACT.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).
Current reality of effective practice (Assess where we are): The Blytheville High School Leadership team assessed indicator IIIC10 and determined that our current level of implementation is “Limited Development.” While being reinforced in some classes, the expected behavior is not implemented in all classes consistently. The BHS faculty and staff has developed a discipline T-Chart that determines classroom managed behavior versus office managed behavior, and we have a PBIS team that periodically provides Professional Development support for positive behavioral intervention. The PBIS team has identified Level II students to whom the faculty provides additional behavioral support. Students who need a more structured learning environment are evaluated for possible placement in our Alternative Learning Environment (ALE) program. In order to accurately determine the necessary supports, surveys have been given to teachers, students and parents and the data will be analyzed and used to inform ongoing behavioral supports and interventions as well as other cultural processes.

Quarterly Objective:
The PBIS team will provide positive behavioral intervention and support to targeted students who have been identified as Level II students and will analyze discipline data and classroom observation data, specifically addressing classroom management, and will use the data to brainstorm strategies to strengthen support for students and teachers. In addition, key stakeholder groups (teachers, students and parents) will be surveyed to gain insight into satisfaction and needed supports.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Teacher Culture survey will be given to determine level of teacher engagement, satisfaction and support with BHS as a learning system.	Week of December 14, 2015	12-18-15	Teryn Spears/Bobby Ashley			Teacher survey link was sent and each teacher sent Mr. Ashley evidence of completion of the survey. The data from the survey will be compiled by New Tech Network data team and will be reported back in January for analysis by the BHS teacher leaders and leadership team.
Student Culture survey will be given to determine level of student engagement, satisfaction and support with BHS as a learning system.	12-9-15	12-9-15	Teryn Spears/Bobby Ashley/Emily Crosskno			During Connections Advisory period, students were asked to take the student culture survey and through teacher monitoring of the survey, student completion was observed. The data from the survey will be compiled by New Tech Network and will be reported back to the BHS team by the end of January/first of February for analysis by the BHS teacher leaders and leadership team.
Parent Culture/Instruction survey will be given to parents to determine the level of parent engagement, satisfaction and support with BHS as a learning system. This survey will be administered in conjunction with the University of Arkansas (Dr.	11-15-15	11-15-15	Teryn Spears/Shane Spears/Bobby Ashley			Parents were notified of survey during parent-teacher conferences and were emailed with the survey link. UofA will process the data and will report survey results back to the BHS team in 3rd quarter for further analysis and inquiry.

Evan Rhinesmith).						
The PBIS team will meet bi-monthly to analyze student discipline data and create strategies to reduce infractions. and the PBIS program.	10-28-15, 11-11-15	10-28-15, 11-11-15	Harriett Jumper			
The PBIS team will provide support for Level II students through a check and connect program with specific teachers.			Rhonda Johnson/ Teresa Miner			The top five referred students are identified each week and placed on a level II support plan with Ms. Miner, Behavioral Interventionist. Each week Ms. Miner sends the teachers, of each student, the student's objectives and goals. The teachers give feedback on student progress towards goals/behavior, and. Ms. Miner meets with the students twice a week after the data is received and goes over behavior, objective and goals. She discusses the targeted areas and, as necessary, redirects students towards goal. Students are rewarded for meeting goals at the end of each week. Students receive ongoing support until they meet their objectives and then are released. graduate we get another set. Students who with Individualized Education Plans or 504 plans are supported through additional connections with Mrs. Johnson and due process.
The PBIS team will provide teacher incentives for engagement with the PBIS process in order to further motivate students to display the objectives.	10-30-15 11-30-15 12-18-15	10-30-15 11-30-15 12-18-15	Amanda Haynes			Each month the students are sent a Google form on which they select the teacher who has consistently followed the three objectives (Be Respectful, Be Responsible & Be Academically Engaged) The teacher gets a reserved parking spot and a

						small gift (each gift has been donated from a community business). As students look for these objectives in teachers, they are consistently reminded of how they should display the objectives.
The PBIS team will provide incentives for positive student behavior	10-22-15 11-5-15 11-20-15 12-11-15		Amanda Haynes/Dazialee Goodwin			During the 1st 9 weeks award ceremony (10/22/15), in October, all students who did not receive any referrals were recognized, and the names were put into a drawing for four gifts to be awarded to the students, per grade level. October "No Tardy Party" (11/5/15) students were allowed to watch a movie at the beginning of November if they did not receive any tardies for the month of October. November - "PBIS Giving Thanks" PBIS purchased inspiration rubber bracelets (distributed 11/20/15), and the students were encouraged to send one person a "I'm thankful for you" to demonstrate that PBIS is thankful for students' respectful behavior and for the students demonstrating respectful behavior to other individuals. It was set up in a Google Doc (11/16/15-11/18/15) and the thankful slips were attached to the bracelets. The bracelets were distributed to students' English teachers.

						December - No Referral Celebration (12/11/15) Students with no referrals for the first semester were invited to a celebration that included drawings for prizes. The celebration was took place by two grade divisions: 9-10 and 11-12.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.
Current reality of effective practice (Assess where we are): The Blytheville Leadership Team assessed IVA01, "The school's Title I Compact will include responsibilities (expectations) that will 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)" and determined that our level of development is "Limited Development." A new compact has been developed and was signed during parent teacher conferences during the week of October 19th – 23rd. In April, parents and community stakeholders will take part in the annual evaluation and revision of the Compact as well as the parental involvement plan.
Quarterly Objective: The Leadership Team will review and approve a parent-school Compact and make plans to have them signed during Parent Teacher Conferences.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Distribute compacts to all parents and gain support as evidenced by signature.	10/20/15 10/22/15	10/20/15 10/22/15	Shane Spears			Parents, teachers and students signed the compacts at Parent-Teacher Conferences on 10-20-15 and 10-22-15
District support and alignment for adjusting compacts annually	12-10-15	12-10-15	Shane Spears			Parental involvement coordinators from across the district worked, under the direction of district leadership, to align expectations for the parent-school compacts and to work towards revising that compact annually to reflect the current learning expectations.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Blytheville High School New Tech has limited implementation of VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. The guidance and counseling office is staffed with three counselors, one of whom is a specialist with college and career advisement and most recently worked as a career coach. The counseling department is in the process of creating a comprehensive guidance plan that includes services offered through the counseling office as well as through local partnerships such as with Arkansas Northeastern College. BHS New Tech has an effective working relationship with Arkansas Northeastern College and provides office space and time with students for career coach Jeff Echols. The career coach provides assistance with ACT registration, college applications and career pathway advisement.

The counselors are working to identify the best process by which to provide individualized plans for each student and have taken on, as tasks this quarter, investigating various resources by which students help create and manage those plans. No final decisions have been made as there is one more resource to test. BHS New Tech does not have a sustainable process by which recent graduates are tracked. Recent graduates have been tracked through connections with local colleges and through connections with students. Identifying a tracking process is a task the guidance teams has also taken on this quarter.

As a component of the overall guidance plan for the school, the counselors have established an advisory period, Connections, for the purpose of connecting students with their future. Through this advisory time, counselors are able to work with students, teachers are able to mentor students and make them aware of options as well as remind them of transcript position and graduation requirements and students gain real-world skills and understanding in service of their life beyond high school through EverFi (provided through a partnership with a local bank).

Through the work this quarter, the counselors have identified areas of weakness in students transitioning from Middle school to high school and have also identified areas that a comprehensive district counseling plan would address. As part of the movement towards full implementation, the counselors have identified new tasks to move into next quarter as well as continued work on the current tasks.

Quarterly Objective: Evaluate current guidance plan, recent graduate tracking procedures and other guidance/counseling processes in order to identify gaps, needs and seek appropriate resources.
Updated webpage with scholarship information
Email to parents with scholarship information
District-Wide Counselor Meetings - alignment
Other points

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Gather guidance counselors K-	11-20-15	11-10-15	Scottie Landess,			District Counselors met (evidence

12 for a comprehensive planning and support meeting in service of student support beyond high school.			Emily Crosskno, Susan Stonner			sign-in sheet and agenda) to collaborate on a K-12 comprehensive guidance program in service of student support beyond high school. Counselors will meet again on January 12, 2016 to continue this work.
2. Create a comprehensive guidance plan for BHS New Tech	12-16-15	2-29-16	Scottie Landess, Emily Crosskno, Susan Stonner			This work is still in process and will continue as a function of the district comprehensive plan. There are ongoing adjustments being made to master schedule, to advisory (Connections) and other opportunities based on student need. These changes will be components of the guidance plan.
3. Select a resource for individualized guidance plans and graduate tracking	12-16-15	2-29-16	Scottie Landess, Emily Crosskno, Susan Stonner			In process.
4. Complete NCAA Paperwork updating BHS so students are able to attend college and receive appropriate scholarship opportunities	12-18-15	12-18-15	Scottie Landess Emily Crosskno			Paperwork has been submitted with an updated course catalog (part of the comprehensive guidance program) and a body of other evidence to show learning and expectations at BHS.

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (*Please circle)* If yes, what support have you received from the district?

The District Leadership Team has provided support around the team structure, vertical alignment, improving instructional practices, and teacher recruitment and retention. Through the principals' monthly Learning and Growth time (held for all building principals across the district on October 26, November 10, December 4 and December 8), a learning and growth time specifically for assistant principals and work with instructional facilitators the district has provided specific learning and support in effective use of data, modeling observation/feedback cycle with teachers and the identification of action steps to grow teacher practice and thus student learning and the modeling of team leadership, structures culture. Through the principal meetings and Instructional Facilitator meetings, the district has facilitated a vertical alignment process that specifically addresses the needs not only of our own school, but of our feeder schools as well. As a component of vertical alignment, one of the two monthly meetings with the principals' Learning & Growth is a tour of another campus.

The District Leadership Team and school improvement specialists (Teryn Spears and Sally Cooke) began a study during the second quarter to determine the level to which each building in the district demonstrated internal coherence. The results of that study revealed a need for coherence between classrooms in buildings and buildings within the district. In order to accomplish this, the leadership team will work in the third quarter to analyze data and develop strategies to use and train building leadership teams. The goal is to increase each school's capacity to engage in deliberate improvements in instructional practice and student learning across classrooms, over time. The work will focus on three common patterns of organizational features the school improvement literature associates with schools' capacity to improve: leadership focused on the support for instructional improvement, individual and collective efficacy beliefs of faculty related to instructional practice and student learning, and the whole school and team-level organizational structures and processes that support improved instruction and student achievement over time.

The District Leadership Team also provided building administrators with the opportunity to take part in the National Teacher Project Training in Little Rock on November 12, 2015. As a result of the first portion of the training, the administrators have focused clearly on staff members with whom they should have 'stay conversations' and have carried out those conversations. The training will continue with a webinar on January 19, 2016. The end goal of this training is to retain solid, highly-qualified teachers through intentional conversations and support.

The District Leadership Team has quarterly meetings in which building core leadership teams meet to evaluate data to determine progress and engage in a cycle of inquiry, to align practices and gain support for to support.

Additionally, the district leadership team facilitated training for Instructional Facilitators at the end of October that focused on Student Centered Coaching, the effective use of data, the importance and types of formative assessment, and modeling observation/feedback cycle with teachers. This work was continued through the monthly IF meetings in November and December.

The district leadership team's weekly meetings also provide support and provide clarity in communication around indicators and support the school needs to move forward.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The Leadership Team continues to monitor the progress of students who were placed in our Critical Reading classes, which was designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Within the Critical Reading classes, students are grouped based upon the list of recommended skills for small group instruction that the Instructional Planning Reports (IPRs) generate based upon the most recent STAR Reading assessment. Skill recommendations are based on the median score for each Instructional Group. Specifics skill are taught around engaging readers, comprehension strategies, how to respond to text, and vocabulary development.

ELA teachers have set aside specific class time to devote to intervention and remediation. They, too, use STAR Reading IPRs to develop intervention for individual and small groups of students who have the same skill recommendations. In addition, teacher hold conferences with students following each STAR Reading assessment in order to discuss progress toward their Projected Scaled Score (SS). The Renaissance STAR Reading program determines the Projected SS using data they have collected from millions of student users for which they have found that 50% of students in the same grade whose baseline assessment are the same will achieve the Projected scale score within one school year. During these conferences, teachers also set each student's new Accelerated Reader point goal based upon their most recent STAR Reading assessment. Accelerated Reader point goals are individualized for each student. The program determines how much a student who reads within a specific Zone of Proximal Development (ZPD) range should be able to achieve over the course of a semester at 85% comprehension and at a minimum set daily reading time. ELA teachers and the school librarian then assist students with finding books in their ZPD based upon their reading interests.

Our math interventionist works daily with ninth and tenth grade students who are performing below grade level. The math interventionist uses the STAR Math Instructional Planning Reports (IRPs) to develop intervention for individual and small groups of students who have the same skill recommendations. In addition to this data, the math interventionist works closely with the Algebra I teachers to support classroom instruction, particularly around foundational skills which common pre-assessments indicate students are lacking, such as numbers and operations in base ten, numbers and operations in fractions, and pre-algebra and pre-geometry skills.

For math, our interventionist is concentrating on Algebra I as the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level

with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.

In addition, students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through both math and English classes at least once per week. All students who scored basic or below basic have Academic Improvement Plans. Scheduled in-class or after school interventions are in place.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?
Our external provider, Pamela Chipman, provides support for leadership and specifically Mr. Ashley. When on our campus, she visits classrooms with the principal, conducts observations, and offers immediate feedback to teachers. She offers the principal and instructional facilitator advice on providing support in classroom management and instruction.

Our internal SIS, Teryn Spears, works closely with instructional facilitator, Robin Sneed, to provide leadership and support for teachers. She attended and helped analyze data from Data Conferences in order to provide insight on Professional Development need and strategies to implement to target student need for the third quarter. Additionally, she works with Mr. Ashley to support his work as instructional leader. In collaboration with New Tech Coach, Julia McBride, Spears and McBride have created a structure and plan for supporting the building core leadership team and teacher leaders throughout the course of this school year. The plan includes quarterly transformational leadership workshops purposed to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement, all in service of state-level and BHS teaching and learning goals. Additionally, through targeted learning and work time with teachers leaders, Spears has worked to assist teacher leaders in actively and openly sharing their work, progress and struggles with one another to get feedback and to accelerate learning across the system in service of BHS improvement goals. Spears has also worked with New Tech Network to facilitate the administration of a teacher culture survey and the student culture survey. The data from these surveys will be given back to the school in January and will be part of the third quarter analysis/ inquiry in order to identify areas for growth and need for support.

Our ADE SIS Team, Dr. Robert Toney, Ms. Jamie Holiman, John Calaway, and Judy Foote, has guided us in structuring the ADE Recommendations to align the recommendations with district needs, best practices and Priority Status requirements. The team has also provided us with clarity and led insightful discussion around indicators and best practices that satisfy indicators. In addition, the team has provided direction on how to share meaningful data and points to consider as we monitor student growth. They have attended District and School Leadership meetings and provided feedback.

What are the barriers, if any, in improving student outcomes?

- Poverty & Community Culture- 79.5 percent of the students in our school are classified as living in poverty, and 16.6 percent are classified as homeless. In many cases, the family unit of our students do not see education or school attendance as a priority.

- Teacher turnover - 18 teachers are newly hired at the beginning of this school year, of those 10 teachers are first year teachers. We have also had teachers to resign during this school year. Coach James took a position as a head football coach in another district, and his wife, Christina James, resigned simultaneously. She was our ALE Science teacher. Mindy Middleton, one of our reading interventionists, resigned due to illness. At the end of second quarter, since we were unable to replace her, we reworked the schedule so that her students' needs are being met in one of our other Critical Reading classes.
- Students entering ninth grade below grade level in math and reading. Fifty-four percent of our incoming freshmen tested three or more years below grade level in math on their baseline STAR Math assessment in August. Seventy-two percent of our incoming freshmen tested three or more years below grade level on their baseline STAR Reading Assessment in August.
- Teacher attendance - Particularly in our ALE building, but with some pockets of attendance issues with our regular core teachers as well. Ms. Walling, our ALE Director, brought this barrier forward in our January 13th leadership meeting. Since she has fewer teachers, when one is out, it really affects her students, particularly since Ms. James resigned and there has been a long-term sub in the science classroom.

How is your leadership team monitoring student progress in the skill area of science?

Ms. Sneed, the instructional facilitator, attends science department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Data review includes scores from an ACT Diagnostic that was given at the beginning of the school year.

The science team gave ACT-style common assessments and analyzed the results during collaboration. All students had a written assessment, and they analyzed their lab reports against a common rubrics. The science instructional team discovered a huge gap in their data. We had two sets of 40 questions, but did not know why students were missing the multiple choice questions. Therefore, the science instructional team has designed and will implement scaffolded Constructed Response questions so that they can pinpoint why students are missing the questions they are missing on the ACT-style common assessments.

In addition, the science instructional team has completed curriculum maps for the first semester so that the department was more aligned for the next year, and began connecting the maps to the Next Generation Science standards. They also began creating their curriculum maps for the second semester. The science instructional team has planned to use their collaboration time during the entire month of May to revise their maps in preparation for next school year, so that if someone leaves, the new teacher will have a revised, fully-aligned curriculum to begin their planning for the 2016-2017 school year.

Mr. Ashley, Ms. Spears, and Ms. Sneed conducted Data Conferences with each science teacher in which teachers reflected on data to determine student need, student growth, scaffolding strategies, and next steps. Teachers also created a Theory of Action (ToA) that illustrated the next steps in an if - then statement. Based on the data, the ToA are a hypothesis in which teachers create a hypothesis that anticipates change in student behavior and/or learning as a result of the change in teacher action.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Ms. Sneed, the instructional facilitator, attends math and humanities department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Scheduled time has been set aside for each student to practice math skills through the Renaissance program, Math Facts in a Flash, and for reading practice through a Drop Everything and Read program that is monitored by progress on the the STAR Math and Reading assessments and the Renaissance Accelerated Reading program. Blytheville High School has adopted the following School Wide Learning Outcomes (SWLOs): Written Communication, Oral Communication, Thinking and Knowledge, Collaboration, and Agency. Reports for progress across all SWLOs and across all content areas are pulled. The math and English Language Arts PLCs work collaboratively to design Common Assessments based on curriculum objectives, to analyze the data from the Common Assessments, and to develop strategies for meeting student need based upon that analysis. Teachers are responding and adjusting lessons based upon student need. The Leadership Team is monitoring through observation and feedback.

The leadership team monitored student growth through results of Common Assessment Pre- and Post- assessment data reports generated by teachers, as well as from STAR Math and STAR Reading reports as generated by Renaissance Learning, Inc. In addition, the leadership team analyzed the results of student writing based upon a writing diagnostic that all students, grades 9-12, completed at the beginning of the school year, and compared these results to recent data from a writing summative assessment that students completed at the end of December, which was graded based upon the same Written Communication Rubric that was used to assess the writing diagnostic students took in August. The Leadership team reviews the data from all of these data sources and provides feedback that Ms. Sneed takes back to the departments. The data indicated that in August, none of our ninth grade students, only 13% of our 10th grade students, only 17% or our 11th grade students, and 23% of our 12th grade students were able to score proficient or advanced on the Written Communication rubric. In December, only 15% of our ninth grade students, 25% of our 10th grade students, 33% of our 11th grade students and 37% of our 12th grade students were able to score proficient or above on the Written Communication rubric. In response to this data, the leadership team developed the following schoolwide learning focus: “To improve written communication across disciplines.”

Mr. Ashley, Ms. Spears (our internal SIS), and Ms. Sneed conducted Data Conferences with each math, history, and English teacher or teacher team in which teachers reflected on data, particularly the data from the common pre- and post- assessments and STAR Growth reports, to determine student need, student growth, scaffolding strategies, and next steps. Teachers also created a Theory of Action (ToA) that illustrated the next steps in an if - then statement that articulated a particular area of growth needed for students and a clear action plan that if they as teachers take a particular action, the anticipate students will grow in this area.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The leadership team agreed that the most meaningful decisions made by the team include

- establishing a School Wide Learning Focus: Improve Writing Across Disciplines
- identification of key areas of growth within the indicators for the quarter, particularly those around the organization of team structures and around the use of data from frequent formative assessment to determine areas of support for staff and student
- readjustment of staff placement for ALE scheduling to better meet the needs of students in the ALE program, particularly in regards to electives.
- Readjustment of scheduling to accommodate the resignation of Mindy Middleton, reading interventionist.

If anything, what do you intend to change or modify for the next quarter?

One of our major goals for the third quarter is to implement and monitor a “Write-on” program, to facilitate our School Wide Learning Focus of Improving Written Communication Across Disciplines. Our data indicated that written communication is seen somewhat negatively by much of our student population. The leadership team brainstormed ways in which we could improve the culture and shift the mindset around written communication. Many students feel that they don’t write well or that it is something they do not use in their Write-on will give students 4 to 5 minutes per week in some elective courses, such as Foreign Language, Critical Reading, Dramatic Literature, and some CTE classes, to type a journal style free response in order to practice typing skills and to help shift the culture around writing to one in which students begin to see writing as a form of self-expression and a pleasurable experience. The Leadership team decided that this program should be done through electives rather than English courses to facilitate this shift.

In addition, the administrators and instructional facilitator will be looking for evidence of the schoolwide focus during classroom observations, and offering support through the Observation-Feedback loop. The principal will be reporting this data in his Principal’s Report to the leadership meeting monthly so that we can monitor progress and plan targeted professional development to support teacher and student growth in the area of written communication.

ARKANSAS DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter **(IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	187	189			28	3	15	23			**12**	**9**		
10	151	152			16	1	5	7			**3**	**2**		
11	156	152			25	1	4	5			**3**	**0**		
12	174	170			26	1	2	8			**1**	**3**		
Total	**668**	**663**			**95**	**6**	**26**	**43**			**19**	**14**		

Comments/ Clarifications:

BHS has adopted a policy in which students who have more than 6 unexcused absences in a semester in any course do not receive credit for that course. The chart below shows that the number of students who lose credit in their courses has decreased this year as compared to last year. The total number of absences per quarter has also decreased since last year.

School Year	NC List	1st Quarter Absences	2nd Quarter Absences
2014-2015	72 students on the list, 18 lost credit in all classes	7,488	3,732
2015-2016	34 students on the list, 4 lost credits in all classes	6,968	3,690

The number of students with 5 or more referrals has increased 4% in the first quarter to 6% in the second quarter. The largest jump has been in the ninth grade group, with an increase from 8% for the first quarter to 12% second quarter. One of our target areas when observing classrooms during the first semester was student engagement. In the Instructional Reports to the leadership team, the administrators and the instructional facilitator reported improving percentages of engagement during the second quarter as compared with the first quarter, and an overall improvement in engagement this year as compared to last year. As administrators are being more consistent with the policy and as teachers are working in collaboration to make projects more authentic, rigorous, and engaging, student attendance is improving.

Incident Type	9th Grade		10th Grade		11th Grade		12th Grade		Total	
	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter	1st Quarter	2nd Quarter
Bullying	17	11	5	4	1	8	6	5	29	28
Bus Incident	12	7	7	2	5	4	10	4	34	17
Disruption	62	59	22	19	28	23	15	13	125	114
Dress Code Violation	3	10	3	7	4	5	5	10	15	32
Fighting	4	6	1	1	6	1	0	1	11	9
Gangs	0	0	0	1	0	0	0	0	0	1
Insubordination	55	92	33	37	32	41	26	43	146	213
Knife	0	0	1	0	0	0	0	0	1	0
Missing Detention	18	29	8	9	5	6	8	1	39	45
Not Staying In Class	1	0	2	0	1	0	0	0	4	0
Profanity	22	21	8	11	3	5	6	13	39	50
Theft	0	1	1	0	1	0	0	0	1	2
Truancy	11	24	1	5	9	16	10	10	31	55
Left Campus	0	0	0	0	0	0	1	0	1	0
Other	24	41	10	19	18	27	22	24	74	89
Totals	**230**	**301**	**103**	**115**	**113**	**136**	**100**	**124**	**546**	**566**

The number of total discipline incidences increased by 20 infractions during second quarter this year as compared to first quarter. During the second quarter of last year, there were 710 referrals written. In comparing the first semester this year to the first semester of last year, there has been a significant decrease in referrals overall.

The increase in referrals from the first quarter to the second quarter is unsurprising, as it is a yearly trend that we have noticed, particularly as the holiday begin to approach. The PBIS team will further analyze trends in data to discover the reasons behind the increase in referrals from one quarter to the next. The data indicates an overall positive trend in behavior improving, which directly impacts ability for instruction to continue to improve.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				*ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by the Renaissance STAR Math Assessment / September (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by the Renaissance STAR Math Assessment / September (Month Determined)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by the Renaissance STAR Reading Assessment / September (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by the Renaissance STAR Reading Assessment / September (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
N/A	18%	32%										
3					21/11%				47/25%			
4					41/28%				70/47%			
5					41/27%				75/50%			
6					90/48%				65/50%			
7							59/43%				76/56%	
8							88/66%				90/63%	
9							98/54%				129/72%	
10							64/46%				111/77%	
11							81/54%				114/76%	

12							**74/49%**				**123/78%**	

Comments/ Clarifications:

In September, 129 of our ninth grade students (or 72%) were reading three or more grades below grade level. Currently, that number is 118 (or 64%) are reading three or more grades below grade level, according to the December STAR Assessment data. The table below indicates further this information of this kind for grades 9-12 in both reading and math as determined by the STAR Assessment from the month indicated.

	Math				**Reading**			
	September Baseline		**December Growth Report**		**September Baseline**		**December Growth Report**	
Grade	**Number of students that are 3 or more years below grade placement**	***Percent of students that are 3 or more years below grade placement**	**Number of students that are 3 or more years below grade placement**	***Percent of students that are 3 or more years below grade placement**	**Number of students that are 3 or more years below grade placement**	***Percent of students that are 3 or more years below grade placement**	**Number of students that are 3 or more years below grade placement**	***Percent of students that are 3 or more years below grade placement**
9th	98	54%	88	47%	129	72%	118	64%
10th	64	46%	62	42%	111	77%	107	71%
11th	81	54%	67	46%	114	76%	114	76%
12th	74	49%	64	44%	123	78%	123	78%

*Percent of students is based on the number of students who tested during the testing window.

The table above indicates that, with the exception of junior and senior reading scores, the percentage of students performing 3 or more years below grade level has decreased by at least four percentage points across the board.

Renaissance Learning allows us to pull a Growth Report for Reading and Math STAR assessments following the December assessment cycle. The report allows to not only the change in Scale Score (SS) from the pretest and the posttest, but also the change in grade equivalency from the pretest to the posttest. In addition to this data, we get a Student Growth Percentile (SGP) report for each student, and a Median SGP for each class, grade, and for the entire student body. According to Renaissance Learning:

> A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.
>
> SGPs adds significantly to the understanding of how well a student is doing in school. While knowing a student's level of achievement tells you whether the student is performing below, above, or on grade level, an SGP indicates what kind of progress the student is making. For example, a student may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student could be stagnating.
>
> Specifically, SGPs shows whether a student's growth is more or less than can be expected. For example, without an SGP, a teacher would not know whether an increase of 100 scaled scores represented average, above-average, or below-average growth. This is because students of differing achievement levels in different grades grow at different rates. For example, a high-achieving second grader grows at a different rate than a high-achieving eighth grader.
>
> Because STAR assessments are given to so many students, Renaissance Learning has data for millions of testing events. Using a dataset of more than 11 million students, we are able to calculate growth norms. In other words, we can approximate how much growth is typical for students of different abilities in different grades from one time period to another. Thus we can provide a score that is a fair representation of just how well a student is growing using our Student Growth Percentile or SGP calculation in STAR. Furthermore, because all SGP scores are reported on the same scale (1–99) we can calculate a median, or middle score, that represents an SGP for a group, such as a class, grade, or school as a whole. Median growth percentiles can be used for comparison purposes.

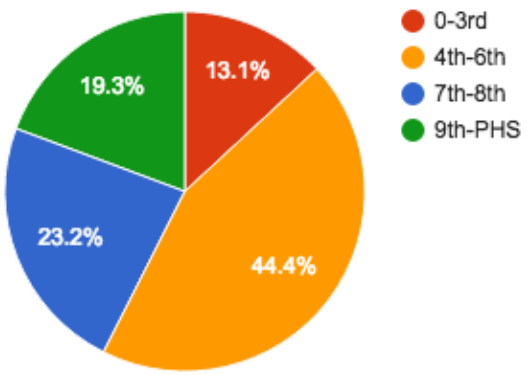
After speaking with teachers in data conferences, it has been determined that while the Growth Report, data from which can be seen in the chart below, indicated a slight growth in student performance in reading, the score actually dropped from the October STAR

assessment. Data from the October STAR assessment is not used by Renaissance Learning to generate the Growth Report. Renaissance Learning defines the Pretest as the first assessment that was taken and Posttest as the most recent assessment. Teachers feel that the week long Thanksgiving break, just prior to the December assessment, and the anticipation of the upcoming Christmas break attributed to the drop in scores from the October testing cycle. In looking at longitudinal data, teachers have noticed that there seems to be a trend with the December dip. During the third quarter, the instructional facilitator will lead teachers in a protocol to analyze the dip and understand which students dropped, the reasons for the drop, and work to set in place interventions to help those students get back on their trajectory for growth. In spite of the anticipated December dip, the STAR Reading data does indicate overall improvement.

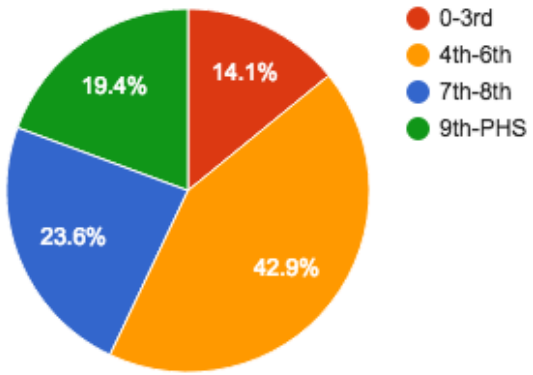
Growth Report: STAR Reading

Grade	SGP Median	Pretest SS	Posttest SS	Change in SS	Pretest GE	Posttest GE	Change in GE
9th	51	675	702	**+27**	6.1	6.3	**+0.2**
10th	44	741	756	**+15**	6.6	6.7	**+0.1**
11th	39	804	811	**+7**	7.1	7.1	**0.0**
12th	43	798	805	**+7**	7.0	7.1	**+0.1**
9-12 Combined	**45**	**751**	**765**	**+14**	**6.7**	**6.8**	**+0.1**

Average Reading GE - Baseline

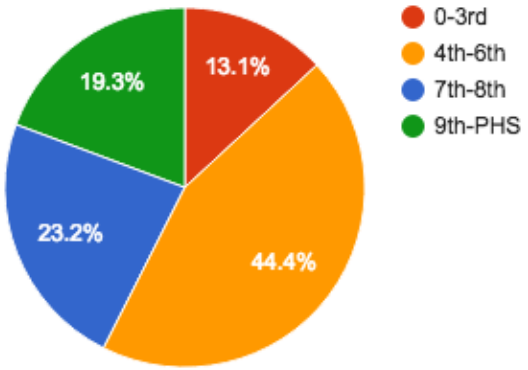
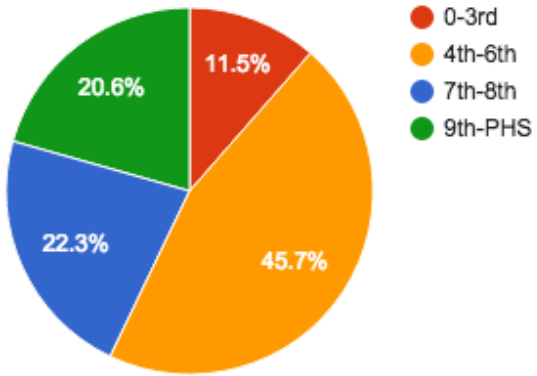


Average Reading GE - December



The above table and chart both indicate that growth between the Baseline and the December assessment was minimal. Some students who scored in the 4th grade range in September actually scored lower on the December test, increasing the red category and lowering our overall SS and GE for the combined student population. The December drop is a trend that we have noticed for several years. The following shows the comparison between the September Baseline scores and the October scores, which teachers feel is a truer reflection of student achievement. In looking at longitudinal data, teachers have noticed that there seems to be a trend with the December dip.

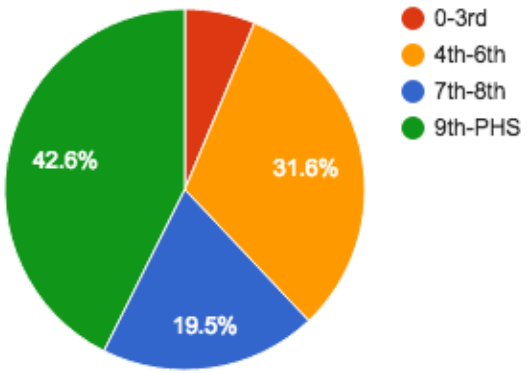
During the third quarter, the instructional facilitator will lead teachers in a protocol to analyze the dip and understand which students dropped, the reasons for the drop, and work to set in place interventions to help those students get back on their trajectory for growth. In spite of the anticipated December dip, the STAR Reading data does indicate overall improvement.

Average Reading GE - Baseline	Average Reading GE - October
	

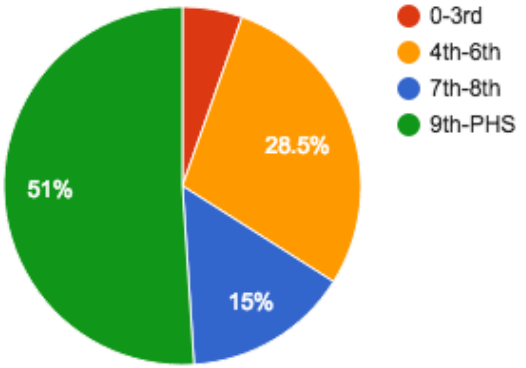
Growth Report: STAR Math

Grade	SGP Median	Pretest SS	Posttest SS	Change in SS	Pretest GE	Posttest GE	Change in GE
9th	43	747	757	**+10**	6.5	6.8	**+0.3**
10th	49	781	795	**+14**	7.6	8.1	**+0.5**
11th	46	784	794	**+10**	7.7	8.1	**+0.4**
12th	45	807	817	**+10**	8.8	9.6	**+0.8**
9-12 Combined	**46**	**778**	**789**	**+11**	**7.4**	**7.9**	**+0.5**

Average Math GE - Baseline



Average Math GE - December



The above charts indicates that there were fewer students (from 6% to 5%) who scored below 3rd grade level on the December STAR assessment as compared to the September baseline assessment. In addition, the percent of students scoring in the 4th-6th grade range and the 7th-8th grade range declined as well. Students performing at the high school (9-PHS, or Post High School) level in math increased from 42.6% in September to 51% in December. During the 3rd quarter, data will continue to be analyzed by teachers to push student learning deeper and increase growth.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	**11**	**139**	**21**	**27**			**132**	**126**	**117**		**375**	**105**	**24%**	**28%**		
10	**34**	**141**	**16**	**6**			**126**	**112**			**238**	**130**	**30%**	**55%**		
Example							***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications: During this quarter, and most particularly after the Unit 2 (for Geometry) and Unit 3 (for Algebra) common assessments, teachers indicated that they felt they were attempting to cover too many skills on the post-assessments because the percentage of students with Ds or Fs on post assessments have actually increased this quarter as compared to last quarter. Also, many teachers indicated that pre-assessment items helped them to catch foundational skills that their students are lacking.

For example, in Geometry, for the unit in which students were required to prove the Pythagorean Theorem, students were not even able to identify the hypotenuse at the beginning of the unit. The teachers had to remediate on that before moving on in the unit. Because of this, Geometry teachers were only able to do two Unit/Common Assessments for second quarter. However, the percent of pass rate on the second common assessment (70%) was a vast improvement over their performance of the first Unit/Common Assessment (47%) of the quarter. One teacher said, in his Data Conference for second quarter that if they hadn't taken the time to remediate over the foundational skills, "going through the rest would have been a waste. If I would have taught without the [pre-] assessment, the project would have failed." Teachers are beginning to see the validity behind conducting pre- and post- assessments.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	19	167	71	16			155	136			291	109	54%	37%		
10th	28	145	70	38			130	120			250	141	69%	56%		
Example							***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

After looking deeply at student data, the Humanities department identified a weakness in student writing and chose for itself the goal of improving student writing. This decision and the data behind the decision was later brought to the leadership team by instructional

facilitator, and their decision to make writing a focus was a stepping point to the leadership team's decision to adopt writing as a schoolwide focus.

In response to the data concerning student writing, the team decided to implement the completion of IAKTs as their common assessments for second quarter. IAKT is a New Tech term, which stands for Individual Assessment of Knowledge and Thinking. The two instructional team leaders and the Instructional Facilitator attended an additional training over IAKT prompt development. The IAKT Task Quick Check Resource was used by instructional team members to design literacy tasks that assess the standards/skills taught within a given period within a PBL unit. The Quick Check Resource uses Literacy Task prompt templates designed by the Literacy Design Collaborative in 2011 and modified for use in the NT model in 2012. The following are four sample IAKT (literacy) tasks provided by the New Tech Network:

Argumentative Analysis – Science

Are genetically modified foods safe? After researching genetically modified foods, write an editorial that argues your position on the use of genetic engineering in food production. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate, clarify, and support your position.

Argumentative Analysis – Math

After researching the population decay and growth of Texas Desert Bighorn Sheep, write a journal article that assesses repopulation efforts and argues your position, pro or con, on whether or not hunting licenses for the species should be reissued. Be sure to support your position with graphs, tables, and information from your research.

Narrative Description– Social Studies

After interviewing a veteran of the Vietnam War and researching texts on the time period, write a short biographical piece that describes the veteran's experiences during and directly after the war. Use figurative language and sensory details to develop a narrative.

Informational Synthesis – Social Studies

What was life like in American cities during the Industrial Era? After viewing Jacob Riis' photographs and researching life quality, write an essay that answers the question. In your discussion, address the credibility of Jacob Riis' photographs. Cite at least three sources, pointing out key elements from each source. Include a bibliography of sources.

Because IAKT completion and the grading process is quite a bit more lengthy than the common assessments we had students do in the first quarter, we opted to set the goal of two IAKTs as Common Assessments per quarter. IAKTs/Literacy Tasks take two to three days (rather than 15 to 20 minutes) to complete due to the research/information gathering/brainstorming, drafting, and revising process that is required. As a department, the Humanities team is also working toward aligning/calibrating scoring and grading practices by participating in a Looking at Student Work (LASW) protocol. Each ELA teacher or Humanities team brings to collaboration three work samples (a high, medium, and low essay), and the department scores the samples according the the New Tech Written Communication Rubric, which is aligned with College Readiness Standards. As a part of this protocol, we analyze student writing, discuss scaffolding that is needed to help students reach the next level on the rubric, and analyze the prompt itself. (Did the students do what the teacher expected? If not, how can the prompt be revised to more clearly communicate the teacher's expectations?) The following are the IAKTs/Literacy Tasks that students completed for their second Common Assessment for the second quarter:

Sophomores:

After researching theories and historical articles around Imperialism and Colonization in the 18th and 19th centuries, write an argumentative proposal that argues your position on the effects of American colonization of Iraq. Support your position with evidence from Nigeria's Ibo Tribe in Things Fall Apart, your chosen country and its imperialistic history, and information you found that supports your claim about America in Iraq. Be sure to acknowledge and rebut the opposing viewpoint using evidence from the texts.

Freshmen:

Prejudice: an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.
Ex: After 9/11, many Americans formed a prejudice against Muslims.

After reading *To Kill a Mockingbird*, write about the prejudice apparent in the novel. Give at least two examples and describe how those examples support your argument. Make sure not to focus only on prejudice based on race; also consider gender, and age.

The following table is a representation of student growth based on scores from the Writing Diagnostic at the beginning of the year and the IAKT students completed during the month of December:

	Emerging		Emer/Develop		Developing		Devel/Proficient		Proficient		Prof./Adv.		Advanced	
Grade	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
9th	57%	22%	29%	17%	14%	21%	0%	25%	0%	11%	0%	3%	0	1%
10th	49%	38%	1%	1%	37%	35%	0%	1%	12%	18%	0%	1%	1%	6%

Percent proficient for the ninth grade between the pre-assessment and the post-assessment improved from 0% to 15%. Percent proficient for the tenth grade between the pre-assessment and the post-assessment improved from 13% to 25%. The scoring rubric categories are Emerging, Developing, Proficient, and Advanced. The NT Written Communication rubric allows for sub categories between the main categories. For example, a student who does not quite meet the proficiency standard on some criteria, but is scoring proficient in one or more of the remaining criteria can be classified as Developing/Proficient.

After running the Data Driven Dialogue Protocol following the post assessment, teachers agreed that for future assessments, Domain specific comparative data needs to be gathered as well to determine the weakest areas of student writing in each grade level.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? ***You may include a chart to describe your data.***

We recently received our PARCC Scores. The following charts and explanations have been supplied to us by Paul Jenkins, our District Testing Coordinator. According to Mr. Jenkins, the only way to compare the data from year to year, since the test and AMO both changed, was to compare the percent we made towards our AMO. For example in 2014, our AMO was 65.16% and our actual score was 44.23% proficient. Therefore, to get the percent of AMO, Mr. Jenkins divided our actual score(44.23) by the AMO (65.16) to get our percent toward AMO, which was 67.87% of the AMO.

11th Grade Literacy Comparative Data

2014 ACTAAP End of Level Literacy as Compared to 2015 PARCC Scores

2014	11th ELA Totals						2015	11th ELA Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	168 and Below	169-199	200-227	228 and Above	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	17	73		54	11		38	50	31	31	7
	Total Students	155		Total %	41.94%		Total Students	157		Total %	24.20%

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the English 11 score was 44.23% and the AMO was 65.16%. This amounted to 67.87% of our AMO. For the 2015 school year, the English 11 score was 24.20% and the AMO was 21.47%. This was 112.72% of our adjusted AMO goal. As a note: English 11 was not required to test in 2015 and is not accounted for in the ESEA Report. No detailed data is currently available from the PARCC assessment.

Algebra I Comparative Data

2014 Algebra I End of Course as Compared to 2015 PARCC

2014	Algebra I Totals						2015	Algebra I Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	150 and Below	151-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	27	70		56	5		22	63	33	4	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Algebra I score was 38.61% and the AMO was 66.79%. This amounted to 57.80% of our AMO. For the 2015 school year, the Algebra I score was 3.28% and the AMO was 12.09%. This was 27.13% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA report. No detailed data is currently available from the PARCC assessment.

Geometry Comparative Data

2014 Geometry End of Course as Compared to 2015 PARCC

2014	Geometry Totals						2015	Geometry Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	153 and Below	154-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	62	123		95	7		24	110	48	12	0

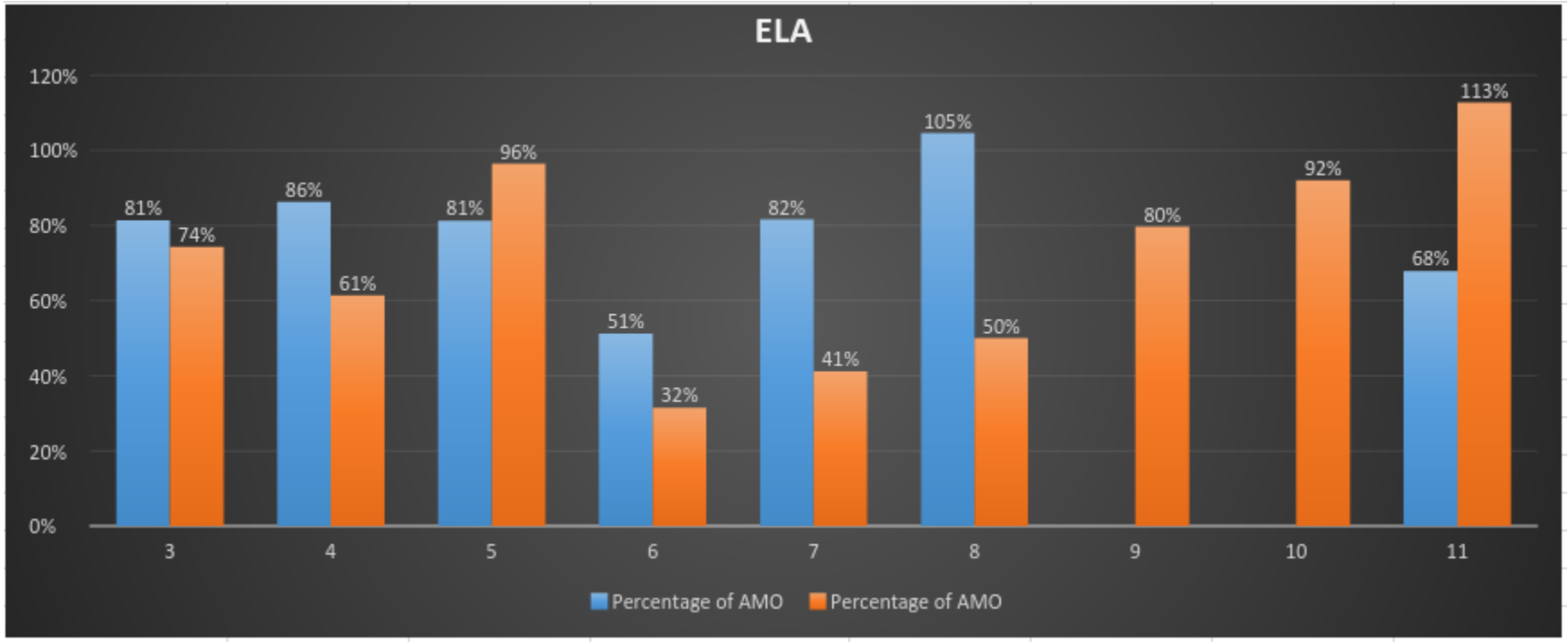
Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Geometry score was 35.54% and the AMO was 66.79% This amounted to 53.21% of our AMO. For the 2015 school year, the Geometry was 6.19% and the AMO was 12.09%. This was 51.20% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA Report. No detailed data is currently available.

Algebra II 2015 PARCC Scores

2015	Algebra II Totals			
Did not Meet	Partially Met	Approaching	Met	Exceeded
Level 1	Level2	Level3	Level 4	Level 5
76	33	7	0	0

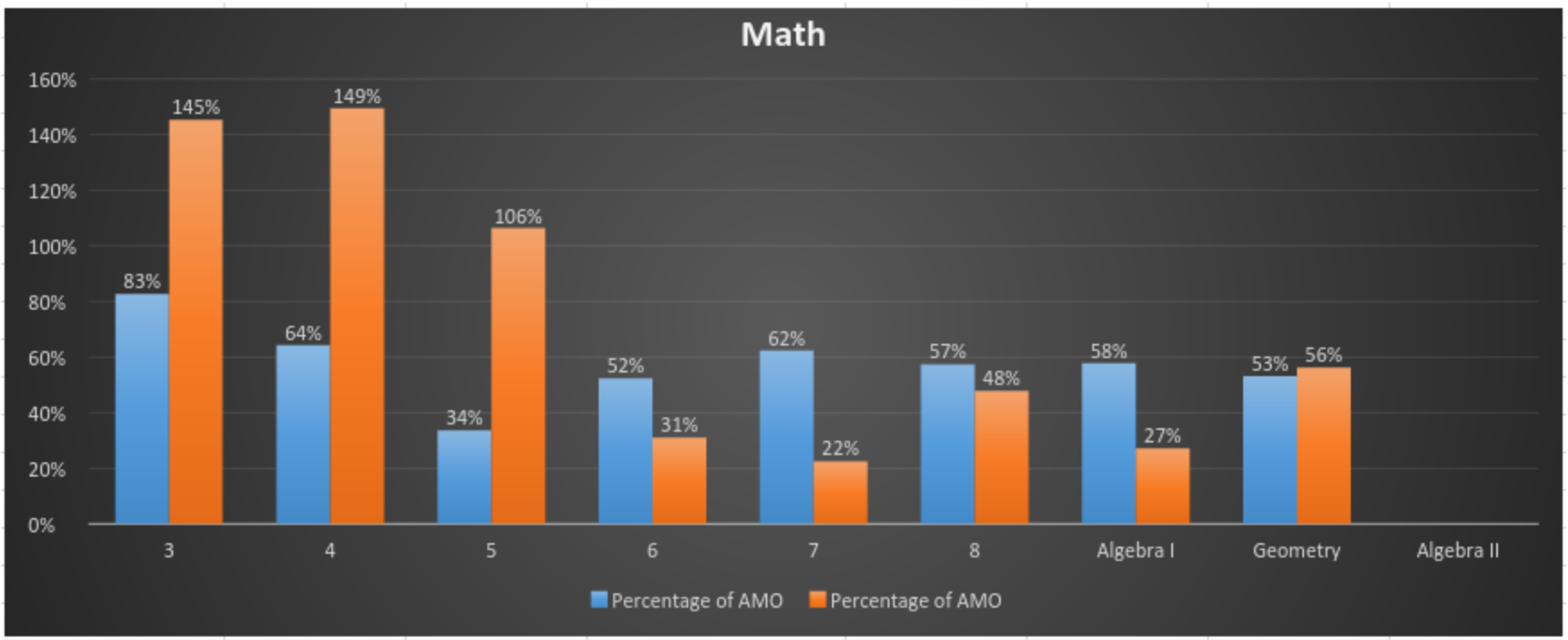
Explanatory Narrative: In 2014, there was no Algebra II EOC test, so there is no comparative data. The ESEA Report did not include scores from the Algebra II PARCC scores.

Consolidated Testing Report: ELA



Explanatory Narrative: The graph above shows English Language Arts 2014 data compared to 2015 data for grades 3 through 11. The blue bars indicate the percentage of AMO on the ELA section of the 2014 ACTAAP assessments. The orange bars indicate the percentage of the adjusted AMO on the ELA section of the 2015 PARCC assessments. In 2014, there was no ELA assessment in grades 9 and 10. However, the 11th grade data shows a marked improvement of progress towards AMO in 2015 compared to the percentage of AMO from the previous school year.

Consolidated Testing Report: Math



Explanatory Narrative: The graph above shows Math 2014 data compared to 2015 data for grades 3 through 10. The blue bars indicate the percentage of AMO on the Math section of the 2014 ACTAAP assessments. The orange bars indicate the percentage of the adjusted AMO on the Math section of the 2015 PARCC assessments. For the Algebra I section last year, our students only made 27% of their AMO. The year before, the same students (for the most part) scored 57% of the AMO on their 8th grade Benchmark exam.

For the Geometry exam, the PARCC assessment results was comparable to the 2014 Geometry EOC results, even showing a slight improvement in 2015. The same students (for the most part) made 58% of their AMO on the Algebra I EOC the previous year. In 2014, there was no Algebra II EOC test, so there is no comparative data. The ESEA Report did not include scores from the Algebra II PARCC scores.

DISTRICT: BLYTHEVILLE SCHOOL DISTRICT
SUPERINTENDENT: RICHARD ATWILL
SCHOOL: BLYTHEVILLE HIGH SCHOOL - NEW TECH
PRINCIPAL: BOBBY ASHLEY
STATUS: PRIORITY
SITE-BASED SIS: TERYN SPEARS
EXTERNAL PROVIDER: NEW TECH NETWORK/GENERATION READY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/MS.JAMIE HOLIMAN

PRIORITY SCHOOL
45-DAY PLAN/QUARTERLY REPORT

3rd QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Academic Distress Recommendation: School leadership will implement a team structure that supports student learning and achievement as its primary purpose. (3)
Effective Practice within Category: The Leadership Team serves as a conduit of communication to enable input from faculty and staff and to make decisions for professional development based on data presented (ID08, ID10) Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (IF02). The campus will have procedures and practices in place that provides for extended time for student learning and teacher collaboration. An extended learning time plan is written and included in the campus teachers' handbook. The plan outlines the procedures used to identify the need for extended learning/collaboration time and how the school day schedule will be restructured to accommodate the needs of the plan. The procedures and practices utilized to identify the students who need the additional support provided by the extended time are written within the campus extended time plan. Teachers and other staff members who provide services within the extended day program are provided specific and targeted professional development training concerning the implementation of the extended time instruction. The plan includes the procedures and practices that will be used to monitor and evaluate the effectiveness of the extended time program on student achievement growth. (IG01)
Current reality of effective practice (Assess where we are): The Leadership Team is set up in a way that enables it to receive input from the faculty and staff through their responses and participation with their cultural and instructional team meetings, as well as through direct conversation with any member of the Leadership Team and input received during faculty meetings. Pertinent communication from the Leadership Team is shared with faculty and staff through announcements made during collaboration meetings or during monthly faculty meetings. Currently, we do not make agendas and minutes available to faculty and staff. Professional Development is planned according to classroom observation data and teachers' responses to professional development

needs surveys. BHS offers a variety of breakout sessions as a part of its annual August PD sessions so that teachers can choose the sessions that fit their individual needs. In addition, each content teacher attends PLC collaboration meetings in which they receive feedback from their peers about lessons, plan common assessments, review student work, and align curriculum. The principal, Instructional Facilitator, and outside consultant offers feedback and suggests resources following classroom observations. Currently, the principal's and IF's observations, as well as Needs Assessment Surveys completed by the teachers, inform professional development; however, the leadership team does not currently review or plan PD.

Through our TESS Evaluation system, teachers create individual Professional Growth Plans based upon classroom observation data and teacher self assessment. Each teacher then plans to attend professional development based upon his/her PGP and must address that plan to earn credit for their 18 Flex PD hours. The PGP and the Flex plan are reviewed by the principal and each teacher is responsible for bringing in documentation.

Quarterly Objective:
The leadership team will work to fluidly receive input from the faculty and staff through instructional and cultural professional learning communities and will regularly engage in a cycle of inquiry around improving student learning outcomes based on analysis of data from classroom observations, teacher data meetings and common assessments. That analysis will lead to specific strategies teachers will implement in their classrooms and administrators and instructional leaders will look for and specifically scaffold in classroom observations and will provide feedback on in subsequent data meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Data from data conferences, observations/feedback and theories of action will be analyzed by Leadership Team and strategies and professional development for supporting teachers emerge. (IF02)	3-9-16		Bobby Ashley/Robin Sneed			
Julia McBride, New Tech coach, will provide professional development to deepen the Leadership Team and the teacher leaders' (Instructional Team and Cultural Team) understanding of how a Theory of Action can	2-3-16		Bobby Ashley/Teryn Spears/Julia McBride			

provide purpose-driven direction and revise PLC ToAs according to their purpose						
Administrator Learning & Growth - continued calibration with leadership team structure/observation & feedback and pulling planning and professional development work in response to observations. Leverage Leadership (Bambrick-Santoya) is anchor text.	Leadership Team Fishbowl BPS: 7th 9:30 AM BHS: 13th 12:45 PM - Room 102 (New Wing) BMS: 13th 3:30 PM- BMS Library BES: 14th 3:00 PM 26: 8:30-11:30 Learning & Growth (Admin)					
Assistant principal calibration						
Instructional Facilitators from across the district will meet around the Four Recommendations, focusing specifically on teacher observation and feedback using the Six Steps of Effective Feedback protocol and collaborate around effective feedback	2-19-16 3-11-16					

conferences based upon exemplars found in the DVD materials that accompany *Leverage Leadership* by Paul Bambrick-Santoyo.						
Administrators and Instructional Facilitator will observe all teachers and provide feedback based on revised theories of action that are created in response to student assessment data. The observation and feedback loop will be on a two week cycle resulting in teachers being observed and given feedback twice a month.	3-11-16		Bobby Ashley/Donald Davis/Jennifer Blankenship/ Robin Sneed			
Ongoing Professional Development and Support provided for Teacher leaders (instructional team leaders and cultural team leaders).	1-27-16 2-17-16 3-16-16		Teryn Spears/Robin Sneed			
The leadership team will review summary reports of classroom observations/feedback and will plan professional development in response to teacher need and in response to classroom observations.	2-9-16 3-8-16 3-18-16		Robin Sneed/Bobby Ashley			
Ms. Sneed will attend the TLI ACT Aspire Literacy and Math Bootcamps, will evaluate the materials, and will provide training for instructional teams.	1-4-16	1-4-16	Robin Sneed			Ms. Sneed attended the December trainings, evaluated the materials, researched the Science portion of the ACT Aspire and developed a two-hour PD session. On January 4, 2016, Ms. Sneed presented the PD to the teachers. Information presented in the PD included 1) a

						comparison of the ACT Aspire to the PARCC and ACTAAP Assessments, 2) a comparison of the ACT Aspire with the ACT assessment, 3) a revelation that 39% of the total ACT Aspire score will be based upon what the students write in their responses to Constructed Response questions and to the Expository Analysis essay they will write on the Writing portion of the exam. Ms. Sneed then provided data concerning students' current written communication abilities. Using a data discussions protocol, the Faculty discussed the data within their instructional PLCs. Ms. Sneed framed a task for each team, in which each instructional PLC would determine their role concerning our new school wide learning goal: To improve writing across disciplines" by creating a Cycles of Inquiry and Theories of Action concerning what that goal will look like in their department.
CPAD - ACT Prep Program (IG01) -The College Preparatory Academy of the Delta (CPAD) is an after-school ACT Prep program that supports students whose data suggests they are currently on a trajectory to score too low on the ACT college entrance assessment to avoid remedial college classes in one or more areas. CPAD is a						

partnership between Blytheville High School, Arkansas Northeastern College, and Arkansas State University, and is funded, in part, by the Winthrop Rockefeller Foundation.						
Homework Helpline (IG01) - The after school tutoring program, Homework Helpline, offers students free help in math, science, and English language arts as well as free computer and internet access from 4:00-6:00 each Tuesday and Thursday.						
Teacher Collaboration (IG01)						
Master Schedule planning to include collaboration period (IG01)						

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will facilitate an analysis of current English / language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment. (#3)

Effective Practice within Category:
IIA01 Engaging teacher in aligning instruction with standards and benchmarks.

Description of full implementation of the Effective Practice and/or Recommendation:
Teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of other resources. Instructional Teams organize the unit plans to assure that all students master the standards-based objectives and provide opportunities for enhanced learning.

The Instructional Team develops units of instruction, typically three to six weeks of work, which is shared with all teachers who are responsible for teaching the unit. The alignment process serves as a check on guide/text/test congruence and provides teachers with organizational structure for their own planning.

The unit plan is developed by the instructional Team to define a unit of instruction and outline the standards and target objectives (typically grade level) addressed in the unit of instruction. The Instructional Team:

1. Determines the concepts, principles, and skills that will be covered within the unit.
2. Identifies the standards/benchmarks that apply to the grade level and unit topic.
3. Develops all objectives that clearly align to the selected standards/benchmarks.
4. Arranges the objectives in sequential order.
5. Determines the best objective descriptors.
6. Considers the most appropriate elements for mastery and constructs criteria for mastery.
7. Develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.

Current reality of effective practice (Assess where we are):

Currently, the Blytheville High School Math and Humanities (literacy and history integrated) teams are administering pre- and post-assessments at approximately every three to four week intervals. Teachers are using pre-assessment data to inform instruction at the classroom level, and to some degree, the teams are analyzing post-assessment data to align curriculum and inform departmental decisions. However, we are not quite where we would like to be on these. The instructional teams have determined that one area that we need to focus on is scaffolding. Because we have still these goals, the Blytheville High School Leadership Team has determined that IIB02 and IIB04 are both in Limited Implementation. The Blytheville High School Leadership Team tabled discussion on IID02 until third quarter because we need to research whether the STAR assessments that we are based on standards. IID06, the establishment of annual learning goals utilizing student data, is fully implemented as of January 4, 2016.

On January 4, 2016, the BHS Leadership committee announced "To improve writing across disciplines" as it's annual learning goal for this year. Using the Data Driven Dialogue Protocol, teachers made inferences about the current reality of our students' writing abilities based on recent writing data. Following this school-wide discussion, instructional teams developed a Round 1 plan of a Cycle of Inquiry and developed Theories of Action. Some examples of Theories of Action include: "If we as a humanities department collaborate on grading, then we will be more aligned" and "If we as a Math department collect common, foundational constructive response data (what data will you gather?), then we can gauge where students are in math writing."

Quarterly Objective:
The humanities and math instructional teams will engage in a Cycle of Inquiry concerning data collection, analysis, and strategy development regarding various forms of data, especially from common pre- and post- assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

A segment of the January 4th PD will be devoted to aligning curriculum and creating action plans to address the newly adopted annual learning goal: “To improve writing across disciplines.” Ms. Sneed will meet with instructional team leaders to prepare them to lead the work.	12-30-16 1-2-16 1-4-16	12-30-16 1-2-16 1-4-16	Robin Sneed Chad Wheeler Nicole Washington Virginia Andrews Tyler Isbell			During the second quarter, the BHS Leadership Team selected “To improve writing across disciplines” as its yearly learning goal. On December 30th, Ms. Sneed met with humanities instructional team leaders, Chad Wheeler and Nicole Washington, to prepare them for their roles for the January 4th PD. On January 2nd, Ms. Sneed met with science and math instructional team leaders to prepare them for their roles for the January 4th PD. In both meetings, we discussed the data that led to the leadership team’s decision and reviewed our previous work with New Tech coach Julia McBride concerning Cycles of Inquiry and Theories of Action so that the instructional team leaders would be confident in their roles as they led their teams through the tasks. On January 4th, Ms. Sneed and the Leadership Team announced “To improve writing across disciplines” as our school wide annual learning goal and briefed the faculty on their tasks (to create a cycle of inquiry and theories of action that would define for them how improving writing would look within their departments) before dismissing teachers to work within their instructional PLCs. Instructional team leaders led their teams in the development a Round 1 plan of a

						Cycle of Inquiry and Theories of Action. Some examples of Theories of Action include: "If we as a humanities department collaborate on grading, then we will be more aligned" and "If we as a Math department collect common, foundational constructive response data (what data will you gather?), then we can gauge where students are in math writing."
The 9/10 Humanities Instructional Team will devote collaboration time to designing quality IAKTs (literacy tasks/writing prompts), Looking at Student Work (LASW), analyzing data, and aligning curriculum.	1-4-16 1-5-16 1-7-16 1-12-16 1-14-16 1-19-16 1-21-16	1-4-16 1-5-16 1-7-16 1-12-16 1-14-16 1-19-16 1-21-16	Robin Sneed Nicole Washington	X		On January 4th, the 9/10 English Department began creating a Cycle of Inquiry and Theories of Action. On January 5th, the English instructional team aligned their expectations on the New Tech Writing Rubric and began the process for aligning 10th grade Humanities curriculum. On January 7th, the 9/10 English instructional team analyzed data from last semester and decided upon the TPCASTT, an AP strategy, to analyze poetry in preparation for writing poetry explication. They als On January 12th and January 14th, the instructional team brought student work on poetry for which they used TPCASTT to analyze, using a Looking at Student Work protocol to analyze the work. On January 19th, January 21st, January 26th, the instructional team continued the work of aligning the 10th grade curriculum, planning a

						project together, discussing the standards that the project will address, and discussing possible scaffolding needs for struggling reading and writers.
The 11/12 Humanities Instructional Team will devote collaboration time to designing quality IAKTs (literacy tasks/writing prompts), Looking at Student Work (LASW), analyzing data, and aligning curriculum.	1-4-16 1-5-16 1-7-16 1-12-16 1-14-16 1-19-16 1-21-16	1-4-16 1-5-16 1-7-16 1-12-16 1-14-16 1-19-16 1-21-16	Robin Sneed Chad Wheeler			On January 4th, the 11/12 Humanities instructional team began creating a Cycle of Inquiry and Theories of Action. On January 5th and January 7th, the English instructional team revised their Cycle of Inquiry and Theories of Action based upon feedback from the 9/10 Humanities instructional team. They then set dates for their common assessments and began drafting IAKTs, using New Tech resources that Ms. Sneed, Mr. Wheeler, and Mr. Bice shared with them last quarter concerning construction good IAKTs (literacy tasks). On Jan 12, Jan 14, Jan 19, and Jan 21st revised their IAKT, analyzed the quality of the IAKT compared to the New Tech IAKT Checklist, revised the IAKT, designed a rubric for grading the IAKT, and looked at scaffolding tools. They also looked at the data from past IAKTs and made speculations on which parts of the task/rubric students would have the most difficulty with and began planning scaffolding activities based upon the data from those previous writing samples. In addition, the

						instructional team began the process of aligning the 11th grade curriculum, planning a project together, discussing the standards that the project will address, and discussing possible scaffolding needs for struggling reading and writers. Some of the teachers filled out the template that could help them become New Tech Certified teachers.
The Science Instructional Team will devote collaboration time to designing quality IAKTs (literacy tasks/writing prompts), Looking at Student Work (LASW), analyzing data, and aligning curriculum.	1-14-16 1-19-16 1-21-16 1-26-16 1-28-16	1-14-16 1-19-16 1-21-16 1-26-16 1-28-16	Robin Sneed Virginia Andrews			On January 14, Virigina Andrews led the science team through a LASW protocol, in which student analyzed high and low student lab reports to examine both student work and the rigor of the task. Based upon the conversation, the department decided that some next steps for the department to consider would be to: ● include both a rubric and an exemplar written sample so that students can determine what is expected of them (an A exemplar, a B exemplar, etc.) ● scaffold lessons with some academic vocabulary instruction ● If we require complete sentences in lab reports, we need to make sure to include that in our instructions and rubric On January 19th, the science department reviewed several New

						Tech resources for IAKTs that will help them ensure that they are creating quality, authentic literacy tasks. They also discussed scaffolding techniques to help students be more successful with the writing: modeling how to break down the prompt, requiring students to complete one part of the prompt at a time as benchmarks and seek feedback on each part of their essay, teaching organization and thesis statement development, etc. They agreed to bring back IAKTs that they have written on Thursday in order to evaluate them according to the New Tech IAKT Checklist. On January 21st, the science instructional team brought teacher created IAKTs and offered peer feedback on the tasks themselves, using the New Tech IAKT Task Quality Checklist. On January 26th and January 28th, science teachers brought IAKT prompts, rubrics, and sample student responses (2 high, 2 medium, 2 low) responses and examined the data using the following protocol: 1. What do you see (objectively)? 2. What does this make you think, feel, believe (subjectively) about the class, students, teacher? 3. What next steps would you recommend for/about this teacher's practice?

						Some inferences made from the data is that students are struggling with looking holistically at charts and graphs. Students can answer specific scaffolded questions, but are struggling with trends. Many students can accurately read a graph or chart, but do not have the scientific vocabulary to correctly articulate the data. Action steps for teachers as a result of this data include to include instruction on annotating the prompt, targeting/scaffolding specific skills, and reviewing exemplar work and analyzing student responses. Strategies will include modeling our thinking.
The Math Instructional Team will devote collaboration time to designing quality constructed response items, Looking at Student Work (LASW), analyzing data, and aligning curriculum.	1-21-16 1-26-16 1-28-16	1-21-16 1-26-16 1-28-16	Robin Sneed Tyler Isbell			On January 21st, math teachers analyzed a Constructed Response question that one of the Geometry teachers created (modeled after the ACT Aspire CR questions), and they analyzed student responses to the prompt using a Looking at Student Work (LASW) protocol. Teachers determined that some next steps for the teacher are to develop a scoring rubric (which is difficult because we could not find a ACT Aspire CR scoring rubric for math) and to teach students the difference among showing their work, explaining their work, and justifying their work. Many

						students provide great responses as far as how they got their answer, but fall short of explaining why their answer is correct. Another next step that they determined for the teacher was to put sample student responses in front of the students and have students identify three things the student did well and three things they could improve upon in order to help students think critically about their written communication responses. On January 26th, teachers evaluated a math writing rubric to determine whether they would adopt it, revise it, or keep looking. The team decided to revise portions of it and then analyze how it could be used to evaluate a few different prompts. If it is generic enough to be applicable to multiple prompts, then the team will discuss adoption. On January 28th, teachers evaluated student work using the Looking at Student Work protocol and determine that students had an understanding of the mathematical concept (line of symmetry), but most were unable to articulate their understanding and most failed to answer all parts of the prompt. They then discussed whether the rubric they chose would be beneficial to score the selected student work and prompt, and talked through further revisions that are necessary to make on the rubric.

Data conferences will be held with all science teachers in order to analyze student data for growth and needs, brainstorm strategies, and determine next steps and an area of focus. Teachers will then draft a Theory of Action: If I _____, then my students will _____. This ToA will be used by principals and the Instructional Facilitator as they observe classroom instruction as an area of teacher support.	3-7-16 3-8-16 3-9-16 3-10-16 3-14-16		Robin Sneed			
Data conferences will be held with all math teachers in order to analyze student data for growth and needs, brainstorm strategies, and determine next steps and an area of focus. Teachers will then draft a Theory of Action: If I _____, then my students will _____. This ToA will be used by principals and the Instructional Facilitator as they observe classroom instruction as an area of teacher support.	3-4-16 3-7-16 3-8-16 3-9-16 3-10-16 3-11-16 3-15-16		Robin Sneed			
Data conferences will be held with all humanities teachers in order to analyze student data for growth and needs, brainstorm strategies, and determine next steps and an area of focus. Teachers will then draft a Theory of Action: If I _____, then my students will _____. This ToA will be used	2/29/16 3/1/16 3/3/16 3/4/16 3/7/16		Robin Sneed			

by principals and the Instructional Facilitator as they observe classroom instruction as an area of teacher support.						
Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	1-30-16 3-3-16		Robin Sneed			
Eleventh and twelfth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	1-30-16 3-3-16		Robin Sneed			
The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit pre-assessments and analyze the data.	1-28-16 2-18-16 3-10-16		Robin Sneed			
The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit post-assessments and analyze the data.	1-28-16 2-18-16 3-10-16		Robin Sneed			
English teachers will create Academic Improvement Plans (AIPs) for students who does not already have an AIP if they failed to reach a Level 4 on the PARCC assessment.	3-10-16		Bobby Ashley			
Math teachers will create	3-10-16		Bobby Ashley			

Academic Improvement Plans (AIPs) for students who do not already have an AIP if they failed to reach a Level 4 on the PARCC assessment.						
Science teachers will create Academic Improvement Plans (AIPs) for students who does not already have an AIP if they failed to reach a Level 4 on the PARCC assessment.	3-10-16		Bobby Ashley			
The instructional facilitator will lead the humanities instructional team leaders in conducting classroom walkthroughs, evaluating lesson plans, and analyzing data from these observations to determine teacher need and develop theories of action to support teachers in collaboration and, possibly, after school PD.	1-11-16 1-15-16	1-11-16 1-15-16	Robin Sneed Chad Wheeler Nicole Washington			

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher

establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

Quarterly Objective:
PBIS Quarterly objective - to include the tasks below and Data collection & analysis

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The PBIS team will meet bi-monthly to analyze student discipline data and create strategies to reduce infractions. and the PBIS program.	8/18/15	5/25/15	Harriett Jumper	In Progress		Bi Monthly agendas and notes
2. The PBIS team will provide support for Level II students through a check and connect program with specific teachers.	8/18/15	5/31/16	Rhonda Johnson/ Teresa Miner	X		Teacher Responses to Behavior Objectives for each student Check and connect Log
3. The PBIS team will provide incentives for positive student behavior	10/1/15 11/1/15		Daizalee Goodwin	X		Monthly Behavior Incentive Campaigns
4. Analysis of classroom observations, specifically addressing classroom management. Brought to the Leadership Team - Cycle of Inquiry - data has to be pushed out to the Culture PLC leads						

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.

Current reality of effective practice (Assess where we are):

Quarterly Objective: The Leadership Team will review and approve a parent-school Compact and make plans to have them signed during Parent Teacher Conferences.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
District Alignment with Compacts	1-11-16 2-3-16 3-2-16		Shane Spears			

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Quarterly Objective: Evaluate current guidance plan, recent graduate tracking procedures and other guidance/counseling processes in order to identify gaps, needs and seek appropriate resources.
Updated webpage with scholarship information
Email to parents with scholarship information
District-Wide Counselor Meetings - alignment
Other points

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Gather guidance counselors K-12 for a comprehensive planning and support meeting in service of student support beyond high school.	1-12-16		Scottie Landess, Emily Crosskno, Susan Stonner			
2. Create a comprehensive guidance plan for BHS New Tech			Scottie Landess, Emily Crosskno, Susan Stonner			

3. Select a resource for individualized guidance plans and graduate tracking			Scottie Landess, Emily Crosskno, Susan Stonner			
Student schedules - conferencing						

PRINCIPAL'S REPORT 2nd QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (*Please circle)* If yes, what support have you received from the district?
Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)
What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?
What are the barriers, if any, in improving student outcomes?
How is your leadership team monitoring student progress in the skill area of science?
How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?
What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
If anything, what do you intend to change or modify for the next quarter?

SCHOOL LEADERSHIP TEAM'S REPORT 2nd QUARTER

STUDENT/ TEACHER DATA by Quarter **(IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)**

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1st per grade level	Number of EL students enrolled as of October 1st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th

9	187				28	3	15				**12**			
10	151				16	1	5				**3**			
11	156				25	1	4				**3**			
12	174				26	1	2				**1**			
Total	**668**				**95**	**6**	**26**				**19**			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				*ELEMENTARY* students that are 2 or more years below grade placement in Math as determined by the Renaissance STAR Math Assessment / September (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in Math as determined by the Renaissance STAR Math Assessment / September (Month Determined)		Number of *ELEMENTARY* students that are 2 or more years below grade placement in ELA as determined by the Renaissance STAR Reading Assessment / September (Month Determined)		Number of *SECONDARY* students that are 3 or more years below grade placement in ELA as determined by the Renaissance STAR Reading Assessment / September (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
N/A	18%											
3					21/11%				47/25%			
4					41/28%				70/47%			
5					41/27%				75/50%			
6					90/48%				65/50%			
7							59/43%				76/56%	
8							88/66%				90/63%	
9							98/54%				129/72%	
10							64/46%				111/77%	
11							81/54%				114/76%	

12							**74/49%**				**123/78%**	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in Math this quarter *(B)*	Percent of students with D or F on any unit tests in Math *(C)* *(B/A) X 100 = C*			
			1st	**2nd**	**3rd**	**4th**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4***			**1st**	**2nd**	**3rd**	**4th**
9	**11**	**139**	**21**										**24%**			
10	**34**	**140**	**16**										**30%**			
Example							***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level *(A)*	Total number of students with D or F on unit tests in ELA this quarter *(B)*	Percent of students with D or F on any unit tests in ELA *(C)* *(B/A) X 100 = C*			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9th	19	167	71				154					50	54%	32%		
10th	28	145	70				130					68	69%	52%		
Example							***100***	***90***	***95***	***N/A***	***285***	***57***	***20%***			

Comments/ Clarifications: Second quarter data is as of November 13, 2015 and will be updated as other Common Assessments are given.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? ***You may include a chart to describe your data.***

Blytheville High School New Tech

Charter Authorization Panel
February 18, 2016

Blytheville High School New Tech, as part of the Blytheville School District, is transforming teaching and learning.

Student, Parent, Teacher & Community

Meeting Legislative Intent

Improve Student Learning

Indicators of Improvement

Literacy & Comprehension Skills

Math Skills

ACT Scores

School-Wide Learning Outcomes: Knowledge & Thinking, Oral Communications, Written Communications, Collaboration & Agency

Engagement

Graduation Rate

Increase Learning Opportunities

with special emphasis on expanded learning opportunities for those students identified as low achieving

- Integrated English & History Courses
- Robust Special Education program
  - Alternative Learning Environment for students not thriving in the main setting
- Critical Reading Courses
- Regular Targeted Intervention within Math & English/History Courses
- DEAR
- DEAD
- Write-On!
- Jobs for America's Graduates

Encourage Innovative Teaching Methods

Project-Based Learning with Integrated Course Offerings

Technology, 1:1 Echo

Culture: Student Agency

Measure Effectively

Classrooms: Physical Extensions of Learning

Create New Learning for Teachers

including the opportunity to be responsible for learning program at the school site

- Ongoing Professional Learning Communities
- Embedded, responsive professional development
- Learning through New Tech
  - Virtual Learning - Badging Process
  - Content Specific Convenings
  - Leadership Summit
  - Annual Conference
  - Math/Literacy Cohorts
- Leadership Opportunities
  - Ongoing Support
  - Leadership Development

Provide Parents & Pupils with expanded choices

in the types of educational opportunities that are available within the school system

Project-Based/Problem-Based Learning with technology integration

Blended Concurrent Credit College/AP courses

Full Range of Pre-AP/AP courses

Technical Center - Certifications

Career & Technical Certifications on Campus

Internship Opportunities

On-staff Career Counselor

College Preparatory Academy of the Delta

Accountability

Meeting Measurable Student Achievement Standards

State Accountability: ADE School Improvement Unit - 45 Day Plan and Academic Distress Recommendations/Priority School Requirements

Annual Charter Report of Progress Towards Goals

Innovation Continues

Innovation

Keeping the Mission Central

Owning the Learning

Remaining Data-Driven

Recruiting & Retaining Excellent Educators

Focusing on Teacher Skill Development

Shifting the Focus of the System

Future Facing

PARCC

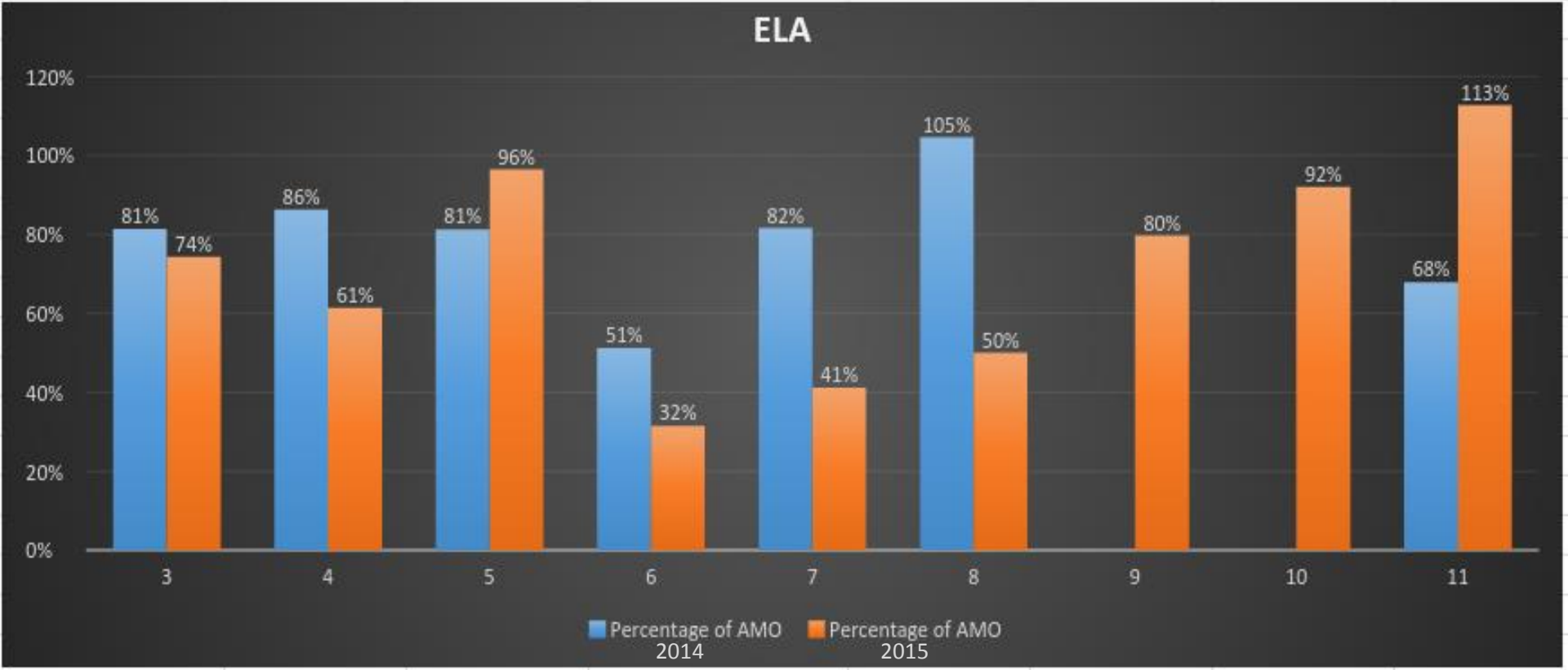
2012-2014

42.664%

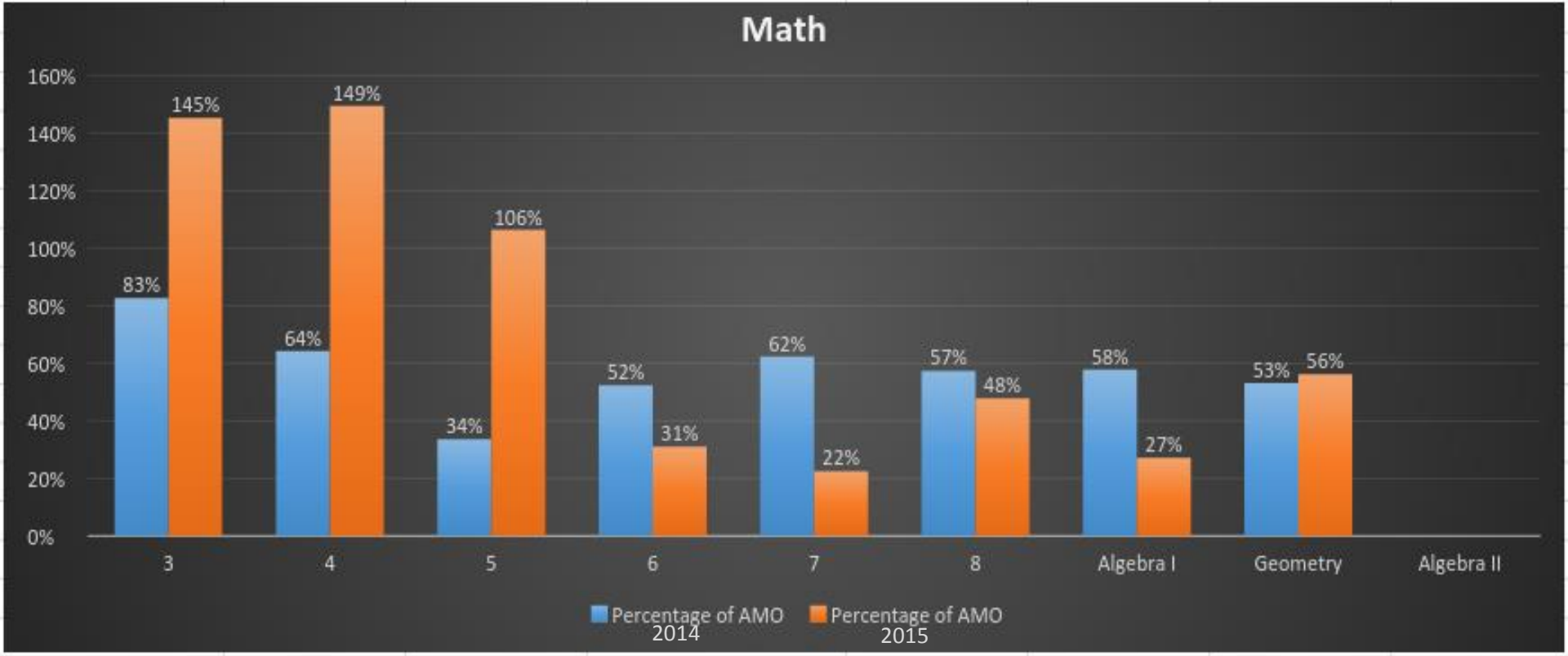
2013-2015

44.089%

English Language Arts Consolidated Testing Report



Math Consolidated Testing Report



A Word About English 11

11th Grade Literacy Comparative Data

2014 ACTAAP End of Level Literacy as Compared to 2015 PARCC Scores

2014	11th ELA Totals						2015	11th ELA Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	168 and Below	169-199	200-227	228 and Above	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	17	73		54	11		38	50	31	31	7
	Total Students	155		Total %	41.94%		Total Students	157		Total %	24.20%

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the English 11 score was 44.23% and the AMO was 65.16%. This amounted to 67.87% of our AMO. For the 2015 school year, the English 11 score was 24.20% and the AMO was 21.47%. This was 112.72% of our adjusted AMO goal. As a note: English 11 was not required to test in 2015 and is not accounted for in the ESEA Report. No detailed data is currently available from the PARCC assessment.

Algebra I Comparative Data

Algebra I Comparative Data

2014 Algebra I End of Course as Compared to 2015 PARCC

2014	Algebra I Totals					2015	Algebra I Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	150 and Below	151-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	27	70		56	5		22	63	33	4	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Algebra I score was 38.61% and the AMO was 66.79%. This amounted to 57.80% of our AMO. For the 2015 school year, the Algebra I score was 3.28% and the AMO was 12.09%. This was 27.13% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA report. No detailed data is currently available from the PARCC assessment.

Geometry Comparative Data

Geometry Comparative Data

2014 Geometry End of Course as Compared to 2015 PARCC

2014	Geometry Totals						2015	Geometry Totals			
	Below Basic	Basic		Proficient	Advanced		Did not Meet	Partially Met	Approaching	Met	Exceeded
	153 and Below	154-199		200-249	250 and Above		Level 1	Level2	Level3	Level 4	Level 5
	62	123		95	7		24	110	48	12	0

Explanatory Narrative: Testing comparisons can only be made as a percent of total score to AMO goal. For the 2014 school year, the Geometry score was 35.54% and the AMO was 66.79% This amounted to 53.21% of our AMO. For the 2015 school year, the Geometry was 6.19% and the AMO was 12.09%. This was 51.20% of our adjusted AMO goal. As a note: Algebra I and Geometry are combined to populate the ESEA Report. No detailed data is currently available.

Improvement Plans

Specific Plans

2013-2014 year, under direction of Arkansas Department of Education School Improvement Unit, we began preparing quarterly plans with tasks (45-day plans) that targeted twelve academic distress recommendations.

2014-2015 - Academic Distress recommendations narrow in focus to four recommendations, and the work on quarterly reporting continued.

2015-16 With the Priority School Designation, we were given focus around specific indicators and are working diligently as a school to dig into those indicators, provide assessment of measurable outcomes and practices based on the data available and enact strategies and tasks to meet those indicators towards improvement.

Quarterly

45 Day Plan & Report

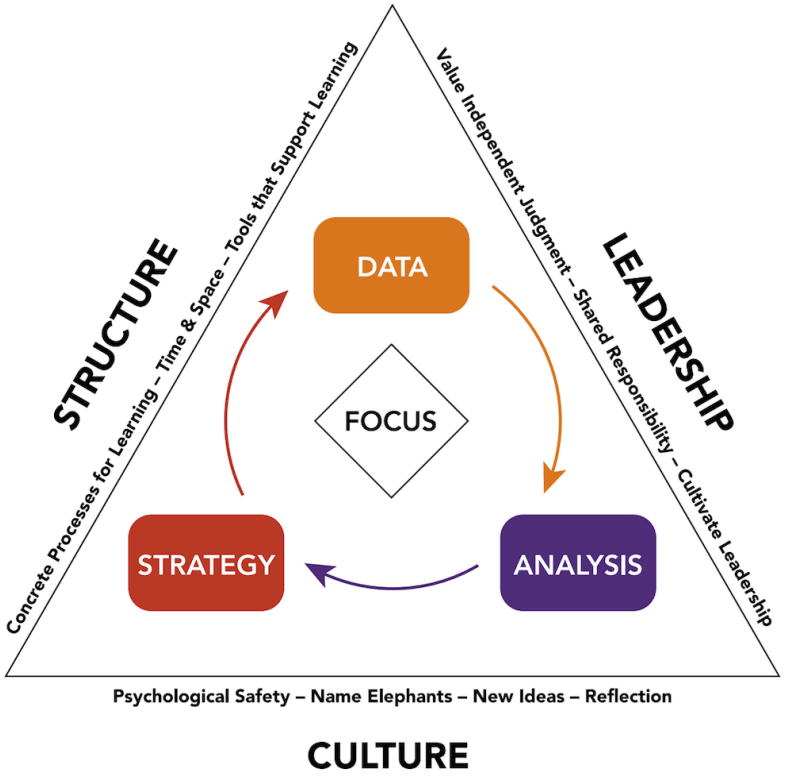
IMO Area 1: Change in Teacher & Leader Practice

IMO Area 3: Student Safety & Discipline

IMO Area 4: Family & Community Engagement

Process

The Learning Organization Framework:
Structures, Leadership & Culture supporting the cycle of inquiry



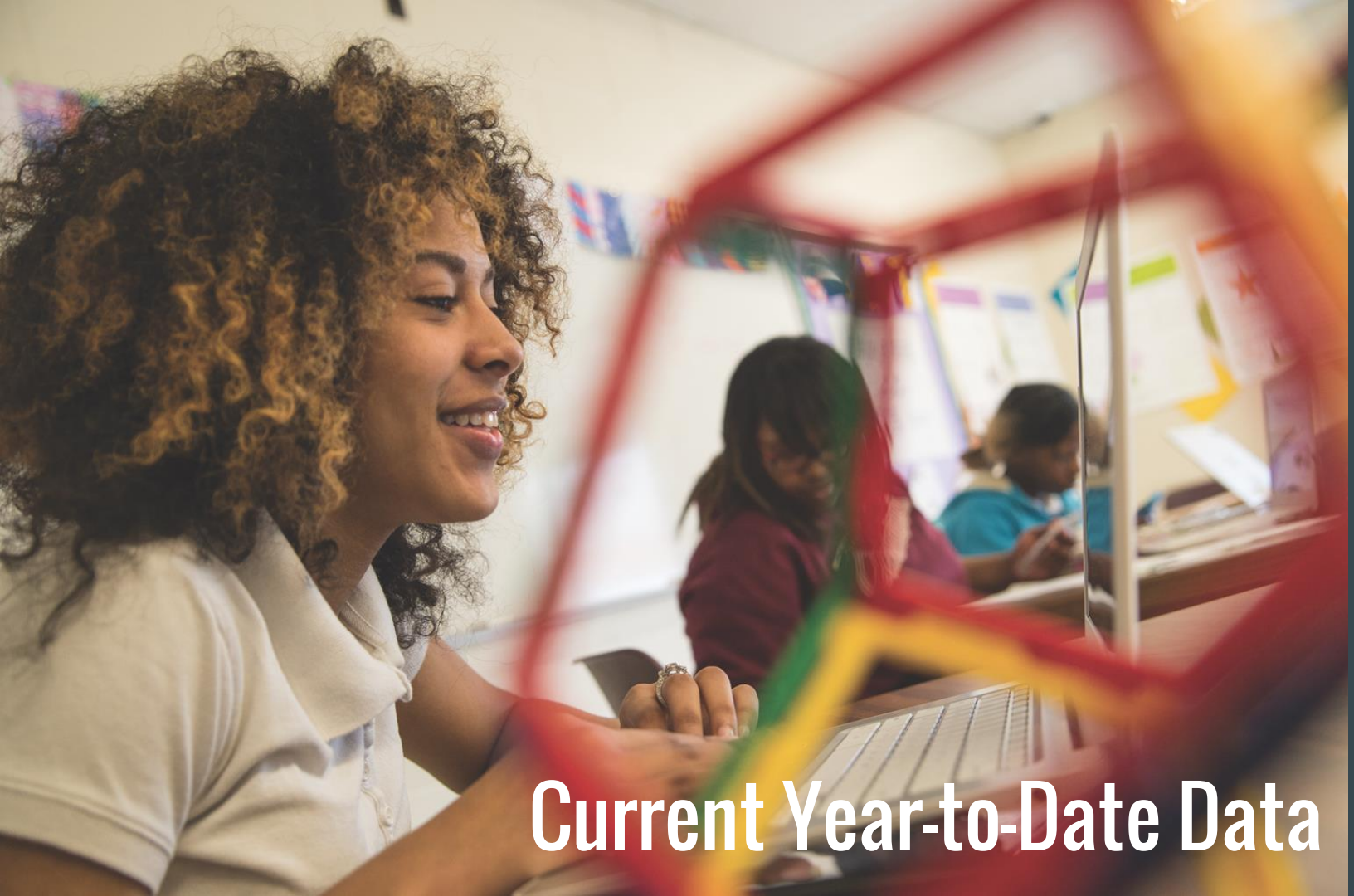
The Plans

& Reports

Quarter 1 Plan/Report

Quarter 2 Plan/Report

Quarter 3 Plan



Current Year-to-Date Data

Student Demographics

Total Enrollment: 667 students

Male - 48.73%
Female – 51.27%

Black – 79.16%
White – 18.29%
Hispanic – 2.1%
Asian – 0.3%
Two or more races: 0.15%

Students With Disabilities - 14.3%
English Language Learners - .01%

Student Discipline

2015-2016
1st Quarter
215.5 Days Out School Suspension
546 Referrals
26 students with 5+ referrals

2nd Quarter
241.37 Days OSS
566 Referrals
43 students with 5+ referrals

Student Attendance

Quarter 1 -

94.17% ADA

19 students missed 10+days

Quarter 2 -

94.45% ADA
14 students missed 10+ days

Semester 1 ADA - 94.31%

Charter Goals: Progress

Increase in Student Scores

Goal 1

The Goal:
Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will increase to at least meet yearly state AMO goals and individual student growth goals for each year for the first six years.

Progress:
Student growth is taking place and scores are increasing but not yet at the level to which AMO is met

Action:
Literacy Intervention & Critical Reading Courses
Math Interventions
Academic Improvement Plans

STAR Growth

Goal 2

Goal:
There will be 1.5 years of grade level growth on Renaissance Learning, STAR Enterprise testing for each individual student each year, regardless of proficiency in Reading, Language Usage and Mathematics.

Progress

- Reading Grade Level
  - 2013-2014 Average Grade Level = 5.8
  - 2014-2015 Average Grade Level = 7.0
  - 2015-2016 Sept-Oct Grade Level = 6.7 to 6.9
- Math Grade Level
  - 2013-2014 Average Grade Level = 7.0
  - 2014-2015 Average Grade Level = 8.0
  - 2015-2016 Sept-Oct Grade Level = 7.3 to 7.5

STAR Growth

Goal 2, Cont'd.

Action:
Drop Everything And Divide: Math Facts in a Flash skills-based computer program that students use to build capacity with calculations and skills in Math. Students work on this 15 minutes a day four days a week.

Drop Everything And Read: Students read self-selected texts in their grade level range 15 minutes a day five days a week. Students take Accelerated Reader quizzes on books to demonstrate comprehension and progress.

80% Mastery

Goal 3

Goal:

All Students will progress towards mastery of 80% by the end of the school year on each Common Core Standard as measured by End of Course exams.

Progress:

We are growing but have not yet achieved.

Action:

Tracking student learning, growth and mastery using common assessments

Attendance

Goal 4

Goal:

Attendance will increase by 0.5% over the current attendance rate of 95.33% each year for the next six years.

Progress:
2013-2014 92.29%
2014-2015 92.9 %
2015-2016 1st Semester ADA = 94.31%

Action:
Positive Behavior Intervention and Supports team is focusing on rewards for student attendance and timeliness. Additionally, quarterly awards are given to students with perfect attendance. The school attendance officer works closely with the attendance team and parents to work with identified students and improve attendance

Graduation Rate

Goal 5

Goal:

BHS graduation rate, based on the state Annual Measurable Objectives (AMO), will increase by 5.86% the first year, 4.44% the second year and 2.5% for each of the next four years thereafter

Progress:

2013: AMO – 76.19% Actual – 76.72% 2014: AMO - 76.63% Actual – 83.63%
2015: AMO - 83.33% Actual – 79.71% (appealing - 80.0%)

Action:

Connections -
Advisory Period
College & Career Pathways (Counselors)
Student Voice
Parental Involvement

Waivers

Licensed Personnel Waivers

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

- 6-15-1004 Qualified teachers in every public school classroom
- 6-17-301 Employment of certified personnel
- 6-17-309 Certification to teach grade or subject matter—Exceptions—Waivers
- 6-17-401 Teacher license requirement
- 6-17-902 Definition (definition of a teacher as licensed) 6-17-9199a)(1) Warrants void without valid certification and contract
- 6-18-1001 et seq. Public School Student Services Act Ark. (to the extent necessary to allow for the hiring of non-licensed individuals as guidance counselors, January 2, 2013)

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

- 15.03 Licensure and Renewal
- 16.01.3 Guidance and Counseling (requiring licensed counselors)

Waivers Others Rules

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

With these waivers

BHS New Tech has been able to provide students with highly qualified instructors in Spanish and French where no licensed personnel were available.

BHS New Tech has been able to provide students with highly qualified, business-world experienced professionals as instructors in business and career classes.

BHS New Tech has been able to provide students with a highly qualified college and career counselor who has vast experience working for the local college and ensuring students have tools necessary to move into college and career. The counselor's expertise in preparing students for every facet from the ACT to applications to FAFSA to Internships is a boost to student awareness, eligibility and preparedness.

Gifted & Talented Education Waivers

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

-6-42-101 et seq. General Provisions (gifted and talented)

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

-18 Gifted and Talented Education

Waivers Other Rules:

-ADE Rules for Gifted and Talented Program Approval Standards

With these waivers,

BHS New Tech has been able to extend gifted and talented student learning within the context of projects/problems while developing skills and attributes needed to be successful in using academic knowledge.

BHS has been able to deepen and enrich the Advanced Placement classrooms and push into partnership with the local college to offer advanced placement and blended concurrent credit/AP courses..

Student affective needs continue to be met in service of the ultimate end of learning

Organization of Learning

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

- 9.03.4.1 Language Arts Grades 9-12 (oral communication after two years of English at ninth and tenth grades)
- 10.01 Required Time for Instruction and School Calendar
- 10.02.05 Class Size and Teaching Load
- 14.03 Unit of credit and clock hours for a unit of credit (for classes taught simultaneously)

With these waivers,

BHS New Tech has created integrated courses for students that provide relevant, contextualized learning and requires students to solve real-world problems. Current integrations: GeoLit, World Studies, American Studies and Environmental Biology.

BHS New Tech embedded Oral Communications as a learning outcome in all core content areas with special emphasis and instruction in 9th and 10th grade humanities. Students are able to use the skill in a contextualized, relevant way connected to their learning.

Overall Effectiveness

Our Story

2009 Change in Leadership & Culture

2010 Common Core & Deficits

2011 Freshman Academy, New Tech Dreaming

2012 New Tech Planning & Conversion Charter Application

2013-14 Year 1 New Tech

July 2014 Academic Distress Designation

2014-15 Year 2 New Tech

2015-16 Year 3 of New Tech

The Process - New Tech Support & Measures

1. Instructional Shifts:

    a. PBL is the primary mode of instruction in BHS New Tech classrooms

    b. BHS New Tech is working to elevate classroom-based PBL to community/field-based PBL to make learning more relevant and authentic

    c. Performance assessment is a leading mode of assessment and is used in conjunction with formative assessments (built in common with content-alike PLCs) and Skill-based assessments to determine student mastery and needs.

    d. BHS New Tech is using external standards for quality assurance - rubrics normed and vetted through New Tech Network National and Nationally-normed Skills-based Renaissance STAR assessments.

The Process - New Tech Support & Measures

Cultural Shifts (Adults)

Facilitators are active learners and continually work to model agency, collaboration and other skills for students in the learning process

Facilitators actively collaborate around PBL instruction including project design and analysis of student work/learning

Facilitators have an active voice in leading learning and have active leadership opportunities - Teacher Culture Survey

BHS New Tech is shifting practices to be driven by inquiry at the lead of data.

System and school leaders actively participate in network learning.

The Process - New Tech Support & Measures

Student Cultural Shifts

Students actively collaborate to complete project tasks, requirements, products and presentations.

Students reporting of positive feelings about elements of school culture (via New Tech culture survey) has increased

Students routinely present mastery of Knowledge & Thinking to a variety of community members beyond district and school staff.

Students have an active voice in the learning community

The Process - New Tech Support & Measures

Developmental Indicators

- Staff consistently use Echo for grading
- Staff consistently use rubrics aligned to SWLOs when assessing the final product of a project
- Staff are disciplined in their use of collaborative planning time to improve project design and facilitation
- BHS has clear structures and practices designed to attend to student relationships and collaboration at project and school level
- Staff have begun using 'Looking At Student Work protocols to assess the impact of their instruction and inform their learning

And what's more...

Parent Engagement & Involvement

- PTO is thriving with projects ranging from Homecoming parades to Christmas baskets for students in need to Valetine's court to community support.
- Parent Voice - Advocacy & Input Surveys and Positive Contacts
- College & Career Nights for Families of Juniors & Seniors
- First Things First - highest rate of attendance in history
- Echo - parent management

Technology in Perspective

- Students are demonstrating responsibility and shift in agency with their devices
- Since the 2013-14 roll-out, only seven devices have been unreturned (out of 879 total).
- Students have option to enroll in a work-it-off program to pay for damages and repairs on their computer.
- Ritter Communications has partnered with the district to offer deeply discounted internet service to families.
- Blytheville School District is on the front edge of equipping school buses with wifi

The stories between the numbers reveal much.

Mission Statement and Charter Goals

Blytheville High School, New Tech

Mission Statement

The mission statement of Blytheville New Tech is to facilitate relevant and rigorous learning, through 21st century skills, that prepares students to enter college, armed forces, or a career pathway as a leader. This mission will be realized by fostering student-centered, student-directed and teacher-facilitated classrooms where project based learning is the primary medium for interaction between students, content and teachers. These methods, implemented with rigor and relevance, will result in a graduate body whose 21st century skill sets and ambitions will drive industry in our region.

The success of this mission will be measured by:
-Student attendance-decreasing absenteeism and tardies will result in increased student engagement thus increasing learning opportunities and growth in 21st Century Skills.
-Increase in Graduation Rate
-Post-Secondary Education Acceptance and Going Rate
-Job or Armed Forces Placement
-Specific 21st century skills will be measured throughout courses.

Goals

I. Blytheville High School Reading, Reading Comprehension, Mathematics and Mathematical Reasoning will increase to at least meet yearly state AMO goals and individual student growth goals each year for the first six years. Tool(s);
   ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)
   Renaissance Learning, Star Enterprise
   ACT Quality Core
   NORMES

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

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

IV. Attendance will increase by *0.5%,* over the current attendance rate of 95.33%, each year for the next six years. Tool(s):
   Attendance records
   Attendance Software
   SWIS software (used alongside Positive Behavior Intervention & Supports)

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

Guidance Counselors
Career Coach (Arkansas Works Initiative)
Graduation Records
Tracking System
Seminar/Guidance Classes
Internships/Apprenticeships
Transition Programs

Waivers

BLYTHEVILLE HIGH SCHOOL - A NEW TECH SCHOOL

APPROVED WAIVERS

District LEA:	47-02-000	**Elementary School LEA:**	n/a
City:	Blytheville	**Middle School LEA:**	n/a
Opening Date:	Fall 2013	**High School LEA:**	47-02-706
Grades Approved:	9-12	**Expiration Date:**	06/30/2018
CAP:	1000	**Grades Served 2015-2016:**	9-12

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

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

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

9.03.4.1	Requiring oral communication as part of the language arts curriculum
9.03.4.9	Health and Safety Education and Physical Education (to count 8th grade
10.01	Required Time for Instruction and School Calendar
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
18	Gifted and Talented Education

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

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

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.

- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

ESEA Information and Letter Grade Report

2015 ESEA SCHOOL REPORT

District:	BLYTHEVILLE SCHOOL DISTRICT	**Superintendent:**	RICHARD ATWILI	**LEA:**	4702706
School:	BLYTHEVILLE HIGH SCHOOL-A NEW T	**Principal:**	BOBBY ASHLEY	**Address:**	600 N. TENTH ST.
Grade:	09 - 12	**Attendance:**	93.26	**Address**	BLYTHEVILLE, AR 72315
Enrollment:	699	**Poverty Rate:**	100.00	**Phone**	(870) 762-2772

OVERALL SCHOOL STATUS: **2015 NEEDS IMPROVEMENT PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	337	341	98.83	330	335	98.51
Targeted Achievement Gap Group	336	340	98.82	330	335	98.51
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	258	262	98.47	258	263	98.10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	67	67	100.00	62	62	100.00
Economically Disadvantaged	336	340	98.82	330	335	98.51
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	44	45	97.78	12	13	92.31

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	56	307	18.24	21.47
Targeted Achievement Gap Group	56	307	18.24	16.32
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	25	236	10.59	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	28	60	46.67	26.68
Economically Disadvantaged	56	307	18.24	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	41	2.44	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:

ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	14	303	4.62	12.09
Targeted Achievement Gap Group	14	303	4.62	8.91
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	5	237	2.11	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	9	56	16.07	16.34
Economically Disadvantaged	14	303	4.62	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	11	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING

ESEA Flexibility Indicators	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2014 AMO**	**90TH PCTL**
All Students	165	178	92.70	80.95	94.00
Targeted Achievement Gap Group	120	129	93.02	82.53	94.00
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2014 AMO**	**90TH PCTL**
All Students	487	569	85.59	80.95	94.00
Targeted Achievement Gap Group	439	515	85.24	82.53	94.00
ESEA Subgroups	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2014 AMO**	
African American	141	148	95.27	81.31	
Hispanic	n < 10	n < 10	n < 10	86.67	
White	23	28	82.14	77.78	
Economically Disadvantaged	117	126	92.86	82.70	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	18	20	90.00	64.23	

2015 ESEA SCHOOL REPORT

District:	BLYTHEVILLE SCHOOL DISTRICT	**Superintendent:**	RICHARD ATWILI	**LEA:**	4702706
School:	BLYTHEVILLE HIGH SCHOOL-A NEW T	**Principal:**	BOBBY ASHLEY	**Address:**	600 N. TENTH ST.
Grade:	09 - 12	**Attendance:**	93.26	**Address**	BLYTHEVILLE, AR 72315
Enrollment:	699	**Poverty Rate:**	100.00	**Phone**	(870) 762-2772

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	22
Number of enrolled students with completed EOY only:	5

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

District:	BLYTHEVILLE SCHOOL DISTRICT	**Superintendent:**	RICHARD ATWILL		Report created on: 10/29/2014
School:	BLYTHEVILLE HIGH SCHOOL-A NEW T	**Principal:**	BOBBY ASHLEY		
LEA:	4702706	**Grade:**	09 - 12		**% Prof/Adv.**
Address:	600 N TENTH ST	**Enrollment:**	783	**2014 Math + Literacy**	40.4
Address:	BLYTHEVILLE, AR 72315	**Attendance:**	92.29	**2013 Math + Literacy**	40.7
Phone:	870-762-2772	**Poverty Rate:**	74.20	**2012 Math + Literacy**	48.1

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT FOCUS

PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	164	172	95.35	455	464	98.06
Targeted Achievement Gap Group	123	131	93.89	361	368	98.10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	135	143	94.41	389	396	98.23
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	24	24	100.00	56	56	100.00
Economically Disadvantaged	120	127	94.49	352	358	98.32
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	22	24	91.67	47	47	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	69	156	44.23	65.16	91.00
Targeted Achievement Gap Group	44	117	37.61	65.16	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	203	487	41.68	65.16	91.00
Targeted Achievement Gap Group	177	447	39.60	65.16	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	49	129	37.98	60.95	
Hispanic	n < 10	n < 10	n < 10	25.00	
White	18	23	78.26	81.25	
Economically Disadvantaged	42	114	36.84	65.16	
English Language Learners	n < 10	n < 10	n < 10	25.00	
Students with Disabilities	7	22	31.82	41.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	164	421	38.95	66.79	92.00
Targeted Achievement Gap Group	120	341	35.19	66.79	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	364	842	43.23	66.79	92.00
Targeted Achievement Gap Group	320	762	41.99	66.79	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	128	363	35.26	63.42	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	34	51	66.67	79.55	
Economically Disadvantaged	118	332	35.54	66.79	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	13	46	28.26	41.67	

District:BLYTHEVILLE SCHOOL DISTRICT
School:BLYTHEVILLE HIGH SCHOOL
LEA:4702013
Address:600 N 10th St
Blytheville, AR 72315
Phone:870-762-2772

Superintendent:RICHARD ATWILL
Principal:BOBBY ASHLEY
Grades:09-12
Enrollment:747
Attendance (3 QTR AVG):95.50
Poverty Rate:100.00

OVERALL SCHOOL STATUS:	FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	167	172	97.09	237	249	95.18
Targeted Achievement Gap Group	167	172	97.09	234	246	95.12
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	139	143	97.20	204	212	96.23
Hispanic						
White	26	27	96.30	24	26	92.31
Economically Disadvantaged	167	172	97.09	233	245	95.10
English Language Learners						
Students with Disabilities	19	20	95.00	39	40	97.50

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	69	158	43.67	61.29	91.00
Targeted Achievement Gap Group	69	158	43.67	61.29	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	217	486	44.65	61.29	91.00
Targeted Achievement Gap Group	216	485	44.54	61.29	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	50	132	37.88	56.61	
Hispanic				16.67	
White	19	25	76.00	79.17	
Economically Disadvantaged	69	158	43.67	61.29	
English Language Learners				16.67	
Students with Disabilities	5	19	26.32	35.18	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	85	220	38.64	63.10	92.00
Targeted Achievement Gap Group	85	220	38.64	63.10	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	312	622	50.16	63.10	92.00
Targeted Achievement Gap Group	312	622	50.16	63.10	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	65	188	34.57	59.35	
Hispanic				100.00	
White	16	24	66.67	77.28	
Economically Disadvantaged	85	220	38.64	63.10	
English Language Learners				79.17	
Students with Disabilities	16	38	42.11	100.00	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	145	189	76.72	76.19	94.00
Targeted Achievement Gap Group	144	187	77.01	78.17	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	430	594	72.39	76.19	94.00
Targeted Achievement Gap Group	426	577	73.83	78.17	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	116	151	76.82	76.64	
Hispanic				83.33	
White	29	35	82.86	72.23	
Economically Disadvantaged	144	187	77.01	78.38	
English Language Learners				100.00	
Students with Disabilities	17	29	58.62	55.28	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

2012 Arkansas School ESEA Accountability Report (11/15/12)

District:	BLYTHEVILLE SCHOOL DISTRICT	Superintendent:	RICHARD ATWILL
School:	**BLYTHEVILLE HIGH SCHOOL**	Principal:	BOBBY ASHLEY
LEA:	4702013	Grades:	09 - 12
Address:	600 N. TENTH ST.	Enrollment:	743
	BLYTHEVILLE, AR 72315	Attendance Rate:	95.33% (3 QTR AVG)
Phone:	870-762-2772	Poverty Rate:	72.95%

Needs Improvement Focus School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	176	YES	226	YES
Targeted Achievement Gap Group	175	YES	226	YES
ESEA Subgroups	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	140	YES	190	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	33	YES	33	YES
Economically Disadvantaged	175	YES	226	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	22	YES	27	NO(93%)

Needs Improvement School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
	2011 Graduation Rate		
All Students	209	69.38	73.81
Targeted Achievement Gap Group	203	70.94	75.98
	Two Year Graduation Rate		
All Students	405	70.37	73.81
Targeted Achievement Gap Group	390	72.31	75.98
ESEA Subgroups	2011 Graduation Rate		
African Americans	163	67.48	74.31
Hispanic	n < 10	n < 10	n < 10
White	42	78.57	69.45
Economically Disadvantaged	202	71.29	76.21
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	37	56.76	50.81

Needs Improvement School in Literacy						
Needs Improvement School in Math						
	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
	2012 Literacy			2012 Math		
All Students	173	37.57	57.42	201	57.21	59.41
Targeted Achievement Gap Group	172	37.21	57.42	201	57.21	59.41
	Three Year Literacy			Three Year Math		
All Students	488	41.80	57.42	691	51.81	59.41
Targeted Achievement Gap Group	487	41.68	57.42	691	51.81	59.41
ESEA Subgroups	2012 Literacy			2012 Math		
African Americans	137	29.93	52.27	168	54.76	55.29
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	33	69.70	77.08	31	67.74	75.00
Economically Disadvantaged	172	37.21	57.42	201	57.21	59.41
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	22	22.73	28.70	24	79.17	100.00

ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 School Letter Grade Detail Report

School Letter Grade

D

206 Points Earned

4702706 - BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL
4702000 - BLYTHEVILLE SCHOOL DISTRICT

Grade Range: 09 - 12 **Superintendent:** RICHARD ATWILL **Principal:** BOBBY ASHLEY

	School Statistics	District Statistics	State Statistics
Enrollment	783	2535	471867
Econ. Disadvantaged	74.20%	79.37%	60.3%
Proficient/Advanced Literacy	44.23%	50.40%	76.55%
Proficient/Advanced Math	38.95%	42.31%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	17	77	0	94
Basic (0.25)	67	180	61.75	247
Proficient (1.0)	52	143	195	195
Advanced (1.25)	20	21	51.25	41
Totals			308	577

Weighted Performance Points Earned = (308/577)*100 = 53.38

Component Two: School Improvement with ESEA Options

Number of Targets Met: 2 | Number of Targets: 6 | School Improvement Points Earned: 68

	Literacy	Math	Graduation Rate
All Students	N	N	Y
Targeted Achievement Gap Group (TAGG)	N	N	Y

# Possible Targets:	Number of Targets Met: 0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Three: Graduation Rate

Graduation Rate for All Students	87.62%
Points Earned from Graduation Rate for All Students	87.62

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)				Graduation Rate Gap			
Non-TAGG Proficiency Rate:	57.98	TAGG Proficiency Rate:	36.46	Non-TAGG Graduation Rate:	NA	TAGG Graduation Rate:	87.94
Gap Size:		21.52		Gap Size:		N < 25	
Adjustment:		-3		Adjustment:		0	

	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools with Graduation Rate	Overall School Score = (Weighted Perf. + Gap Adj.) + (Improvement) + (Grad Rate + Gap Adj.)
Score for This School	(53.38 + -3) + (68) + (87.62 + 0) = 206

Point Ranges for Grades

A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

Districts with Similar Demographic Data

Blytheville High School, A New Tech School 2015 PARCC Score Comparisons to Schools with Similar Demographics												
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free & Reduced	Grade Low	Grade High	Literacy All	Lit EconDis	Math All	Math EconDis
6001000	LITTLE ROCK SCHOOL DISTRICT	6001063	J.A. FAIR HIGH SCHOOL	916	761	83.08%	09	12	17.46%	16.32%	6.53%	5.57%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001002	HALL HIGH SCHOOL	1,189	1,013	85.20%	09	12	17.11%	16.54%	4.18%	3.59%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001064	MCCLELLAN MAGNET HIGH SCHOOL	906	799	88.19%	09	12	15.92%	15.00%	3.63%	2.92%
5440700	KIPP DELTA PUBLIC SCHOOLS	5440703	KIPP:DELTA COLLEGIATE HIGH SCH	239	211	88.28%	09	12	20.90%	19.01%	4.46%	2.97%
3502000	DOLLARWAY SCHOOL DISTRICT	3502010	DOLLARWAY HIGH SCHOOL	423	420	99.29%	09	12	15.47%	15.47%	0.00%	0.00%
1702000	CEDARVILLE SCHOOL DISTRICT	1702009	CEDARVILLE HIGH SCHOOL	299	299	100.00%	09	12	36.17%	36.17%	17.45%	17.45%
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702706	BLYTHEVILLE HIGH SCHOOL-A NEW TECH SCHOOL	699	699	100.00%	09	12	18.24%	18.24%	4.62%	4.62%
6201000	FORREST CITY SCHOOL DISTRICT	6201011	FORREST CITY HIGH SCHOOL	820	820	100.00%	09	12	15.67%	15.67%	3.53%	3.53%
5602000	HARRISBURG SCHOOL DISTRICT	5602007	HARRISBURG HIGH SCHOOL	370	370	100.00%	09	12	23.81%	23.81%	10.53%	10.53%
2604000	JESSIEVILLE SCHOOL DISTRICT	2604030	JESSIEVILLE HIGH SCHOOL	286	286	100.00%	09	12	23.08%	23.08%	11.94%	11.94%
0903000	LAKESIDE SCHOOL DIST(CHICOT)	0903018	LAKESIDE HIGH SCHOOL	301	301	100.00%	09	12	28.06%	28.06%	13.39%	13.39%
4713000	OSCEOLA SCHOOL DISTRICT	4713051	OSCEOLA HIGH SCHOOL	370	370	100.00%	09	12	13.92%	13.38%	6.41%	5.81%

Charter School/Surrounding District Enrollment Comparison

Blytheville High School - A New Tech School

2015-2016 Enrollment Percentages

Two or More Races	0.14%
Asian	1.00%
Black	81.26%
Hispanic	1.72%
Native American/Native Alaskan	0.00%
Native Hawaiian/Pacific Islander	0.00%
White	15.88%

2014-2015 Student Status

Free/Reduced	100.00%
Special Education	14.59%
LEP	1.14%
Title I	100.00%

Blytheville School District

2015-2016 Enrollment Percentages

Two or More Races	0.04%
Asian	0.51%
Black	79.05%
Hispanic	2.90%
Native American/Native Alaskan	0.17%
Native Hawaiian/Pacific Islander	0.00%
White	17.33%

2014-2015 Student Status

Free/Reduced	100.00%
Special Education	13.29%
LEP	1.83%
Title I	100.00%

Blytheville High School - A New Tech School

2014-2015 Discipline Data

Disciplinary Infractions

Type	Total	Black	White	Hispanic	Male	Female	FRL	SPED	LEP
Drugs	5	3	2	0	5	0	5	1	0
Alcohol	1	1	0	0	1	0	1	0	0
Tobacco	1	0	1	0	1	0	1	0	0
Truancy	147	103	7	1	74	39	110	17	0
Student Assault	1	1	0	0	0	1	1	0	0
Staff Assault	0	0	0	0	0	0	0	0	0
Knife	1	1	0	0	0	1	1	0	0
Handgun	0	0	0	0	0	0	0	0	0
Rifle	0	0	0	0	0	0	0	0	0
Shotgun	0	0	0	0	0	0	0	0	0
Club	0	0	0	0	0	0	0	0	0
Gangs	0	0	0	0	0	0	0	0	0
Vandalism	1	1	0	0	0	1	1	0	0
Insubordination	812	322	18	4	196	154	349	59	1
Disorderly Conduct	3	3	0	0	1	2	3	0	0
Explosives	0	0	0	0	0	0	0	0	0
Other	700	293	17	5	183	137	316	60	2
Bullying	40	26	3	0	18	13	31	6	0
Fighting	48	42	0	1	22	21	43	7	1
TOTAL	**1760**	**796**	**48**	**11**	**501**	**369**	**862**	**150**	**4**

Disciplinary Actions

Type	Total	Black	White	Hispanic	Male	Female	FRL	SPED	LEP
In-School Suspension	850	323	20	4	219	134	349	58	2
Out-of-School Suspension (non-injury)	293	159	7	5	100	75	174	40	2
Expelled	0	0	0	0	0	0	0	0	0
Expelled for Weapons	0	0	0	0	0	0	0	0	0
Corporal Punishment	0	0	0	0	0	0	0	0	0
Other	614	312	20	2	180	159	336	52	0
No Action	2	2	0	0	1	1	2	0	0
Alternative Learning (full year)	0	0	0	0	0	0	0	0	0
Expelled for Drugs	1	0	1	0	1	0	1	0	0
Expelled for Dangerousness (non-injury)	0	0	0	0	0	0	0	0	0
Expelled for Dangerousness (injury)	0	0	0	0	0	0	0	0	0
Out-of-School Suspension (injury)	0	0	0	0	0	0	0	0	0
Alternative Learning (less than year)	0	0	0	0	0	0	0	0	0
TOTAL	**1760**	**796**	**48**	**11**	**501**	**369**	**862**	**150**	**4**

***Please note that some racial, ethnic, and group categories were not included in this chart because they are not represented within the student enrollment count.**

Osceola STEM Charter Summary

OSCEOLA STEM

CURRENT DATA

Maximum Enrollment	450
Approved Grade Levels	5-8
Grades Served 2015-2016	5-8

2015-2016 Enrollment Data

Two or More Races	3
Asian	3
Black	309
Hispanic	13
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	47
Total	**375**

Migrant	2
LEP	0
Gifted & Talented	47
Special Education	55
Title I	375
Source: School Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
371.86	372	370.21	371.71

BACKGROUND

Authorized	January 9, 2012
Contract Expiration	June 30, 2017

Designated a Priority School August 31, 2015

Priority Response

Osceola STEM Academy

TABLE OF CONTENTS

	Page #s
OSCEOLA STEM ACADEMY MAINTAINS AND PROMOTES THE LEGISLATIVE INTENT FOR CHARTER SCHOOLS.	3-4
OSCEOLA STEM ACADEMY REMAINS INNOVATIVE WHILE STRUGGLING ACADEMICALLY.	5-12
ANALYSIS OF PARCC DATA.	13-18
PLANS IMPLEMENTED IN THE PAST WITH DATA THAT DEMONSTRATES STUDENT PERFORMANCE AND GROWTH.	19-23
PLANS FOR THE FUTURE THAT INCLUDE METHODS OF ASSESSMENT.	24-31
CURRENT YEAR TO DATE STUDENT DEMOGRAPHICS, DISCIPLINE AND ATTENDANCE.	32-39
PROGRESS TOWARD CURRENT CHARTER GOALS AND SUPPORTING DATA.	40-47
UTILIZATION OF APPROVED WAIVERS.	48-49
SUMMARY OF OVERALL EFFECTIVENESS OF CHARTER SCHOOL.	50-52

Osceola STEM Academy maintains and promotes the legislative intent for charter schools.

Osceola STEM Academy maintains and promotes the legislative intent of the charter school.

(1) Improve student learning;

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;

(3) Encourage the use of different and innovative teaching methods;

(4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and

(6) Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Osceola STEM Academy is a 5th-8th grade conversion charter school designed to improve student learning by promoting science, technology, engineering and mathematics curriculum. The emphasis of the school began with a focus on project based learning which was integrated in the STEM curriculum. The Osceola STEM Academy continues to utilize the community support including local business and industry support. Local business and industry are excited to be included in the charter school environment. Osceola STEM Academy has partnered with Buck Institute of Education, Project Lead the Way and High Schools that Work to ensure the middle school continues to provide the most innovative instructional opportunities for students.

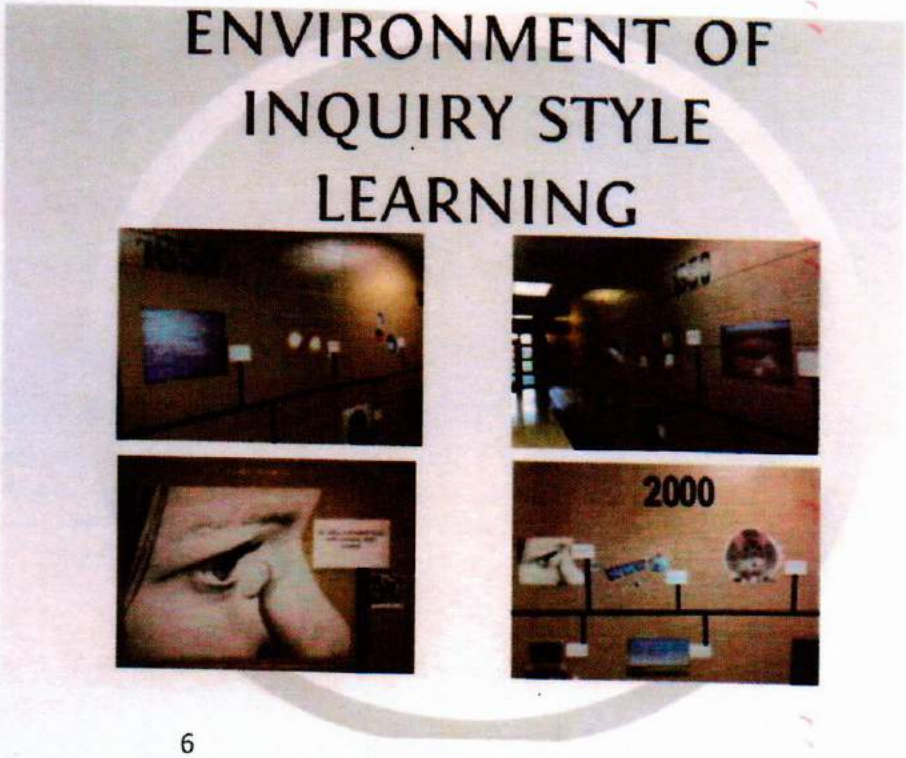
Osceola STEM Academy continues to have an educational focus on STEM related curriculum and an emphasis on hand-on learning which has evolved to additional math and literacy scheduled time to allow for centers and hands-on learning as an extension of the regular classroom. The overall and essential objective is to create a natural love for learning through thinking critically and problem solving. Since the creation of the Osceola STEM Academy additional instructional initiatives have been incorporated into the curriculum process, including an emphasis on reciprocal reading.

Osceola STEM Academy remains innovative while struggling academically.

Osceola STEM Academy remains innovative while struggling academically.

The Osceola STEM Academy charter implementation grant completely funded the Science lab which is utilized by Grades 5th-8th grade one day a week. The lab is stocked with consumables and lab equipment for a variety of hands on science projects.

In addition, the Osceola STEM Academy charter implementation grant provided academic and inquisitive materials to provide an environment for students that promote a love for learning. For example, the timeline in the main hallway displays STEM related inventions complete with descriptions.



Gateway To Technology

PROJECT LEAD THE WAY
PLTW

The Gateway to Technology courses at Osceola STEM Academy began with a focus on 7th-8th grade with Automation/Robotics and Design and Modeling courses. The program expanded with an overwhelming 60% of 8th grade students requesting the program be expanded to high school. As of 2015-2016, the pre-engineering program has expanded to 4th grade Launch at the feeder elementary school, expanded to all 5th-8th grade students and provided a strong high school program of study at the 9th-12th grade level in Computer Integrated Manufacturing.

Osceola STEM Academy students begin using AutoDesk software in 5th grade to design projects. In addition, students have access to 3D printers to print their designs.

ANC Hosts First Young Manufacturers Academy

The ANC Technical Center hosted its first Young Manufacturers Academy from August 3-7, 2015. The academy is a free program, and had sixteen 9th-12th grade students enrolled from the Armorel, Blytheville, Gosnell, KIPP, Manila, and Osceola school districts.

ANC partnered with the Arkansas State Chamber of Commerce and Haas Automation, Inc., as well as local industry partners including DENSO, Tenaris, Kagome Foods, Nucor-Hickman, Big River Steel, and the Osceola School District's STEM program to give students a first-hand look at Mississippi County's manufacturers. Additionally, Rivercrest School District provided transportation for the week. Students toured local facilities, and technical experts from each manufacturer designed and guided learning activities for students.

In addition to experiencing the work environment in local facilities, participants learned how manufacturing has changed in the 21st century and explored manufacturing career opportunities in the U.S. and abroad. Working with other students, and under the direction of industry experts, participants designed and manufactured products. These activities will help students explore and understand the skills needed to prepare for a career in advanced manufacturing including Engineering, Computerized Machining, Welding, Industrial Maintenance, and Robotics.

Official Osceola School District
Liked · April 26

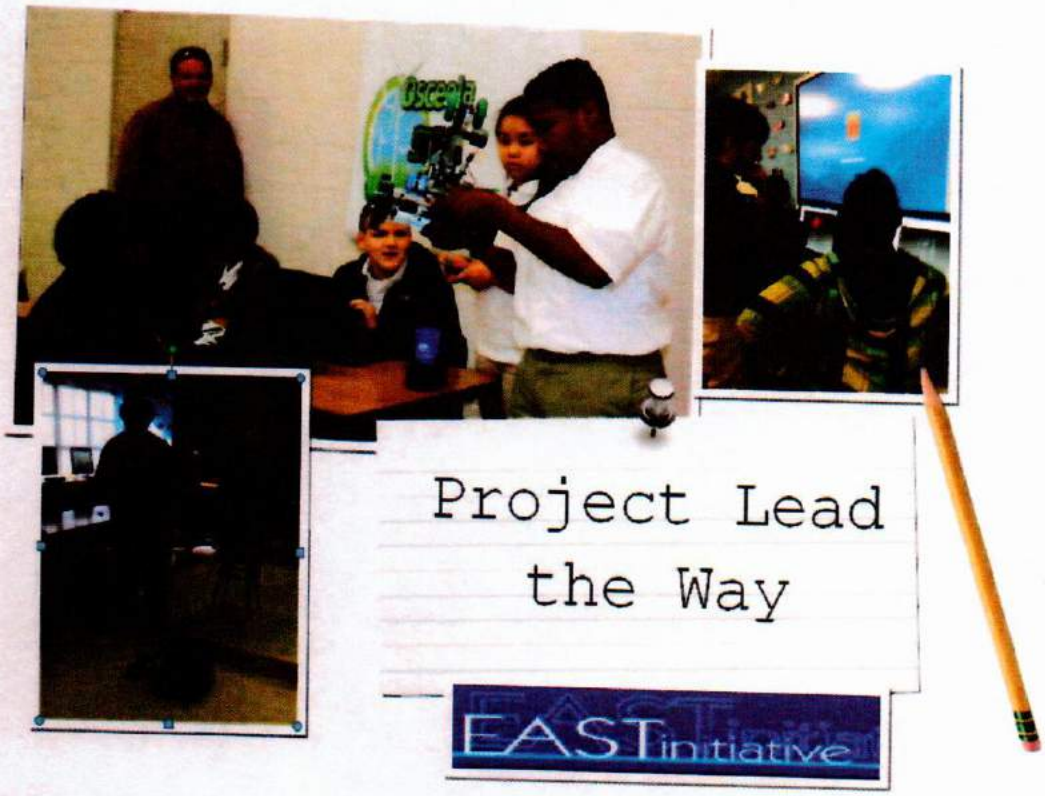
STEM Gateway to Technology Class demonstrating their skills today at ANC Manufacturing Expo.

The students excel in the only pre-engineering program in Mississippi County. Osceola STEM Academy students share their experience and expertise with surrounding schools as a partner with Arkansas Northeastern College and surrounding business and industry.

Official Osceola School District
Liked · May 16

Mr. Allen Landry and students (Amy Guo, Will Calvert & Diamond McGowan) from Osceola STEM Academy visited Kiwanis club today. The students presented detailed information about Gateway to Technology, a class offered at the STEM Academy, which includes design & modeling, and automation & robotics. Pictured from left to right: Michael Ephlin, Amy Guo, Jim Creecy, Will Calvert, Senator David Burnett, Allen Landry, Diamond McGowan, and John Jarvis.

The Osceola STEM Academy Gateway to Technology program has been a catapult for business and industry partnerships. For example, American Greetings and DENSO Corporation provide programmers and engineers to work with our students on weekly basis.



PROJECT LEAD THE WAY

PLTW

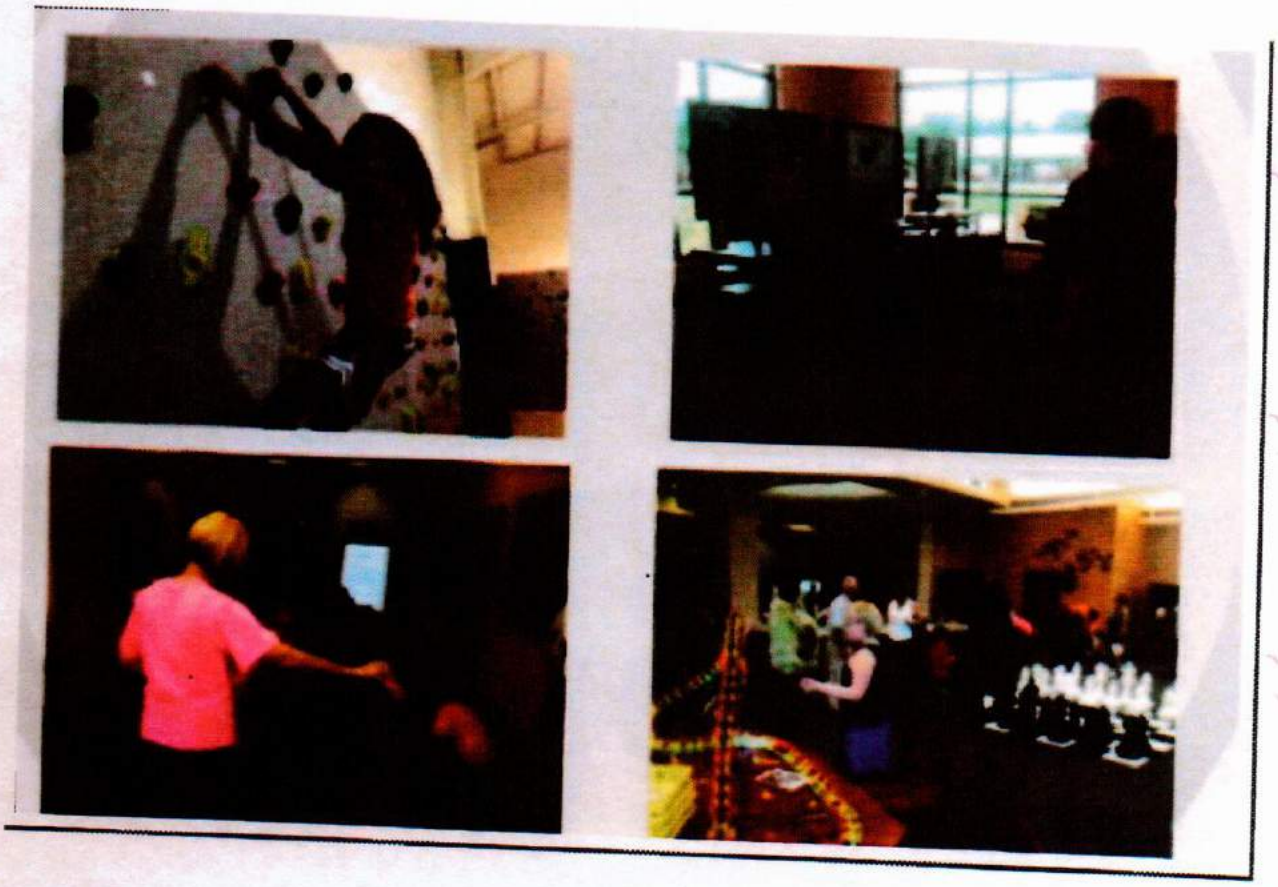
High School Program of Study
62 Students Enrolled in Year 2

Introduction to Engineering Design
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles of Engineering
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

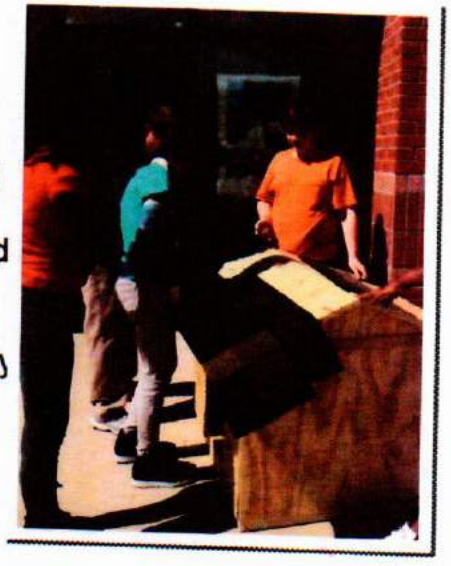
Computer Integrated Manufacturing
Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Osceola STEM Academy



The STEM Academy serving all students in grades 5-8 is a Charter School providing a well-rounded curriculum with a focus on science, technology, engineering and mathematics. Students will learn important problem-solving, teamwork and reasoning skills

While the focus is on those STEM subjects, the school provides a well-rounded curriculum with a strong foundation in math, literacy, and technology. In addition, all students are exposed to engineering courses, technology and foreign language.



Advanced Placement AP Academy

Osceola School District provides Pre-Advanced Placement courses for students in 5th-10th grade and AP courses for students in 11th-12th grade. Identified students can be served through Gifted & Talented, Pre-Advanced Placement /AP courses, as well as non-GT students who choose to meet the expectations of an advanced classroom. Pre-AP courses are on-grade level courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete additional work outside of class. Pre-AP teachers are specifically trained to utilize teaching methods that prepare students for challenging high-school AP curriculum while simultaneously teaching the Common Core State Standards.

Analysis of PARCC data.

PARCC Results

Data Derivation

The raw score for the state was segmented to identify middle school results. For the comparison (summary below) average proficiency levels were derived based on the following factors:

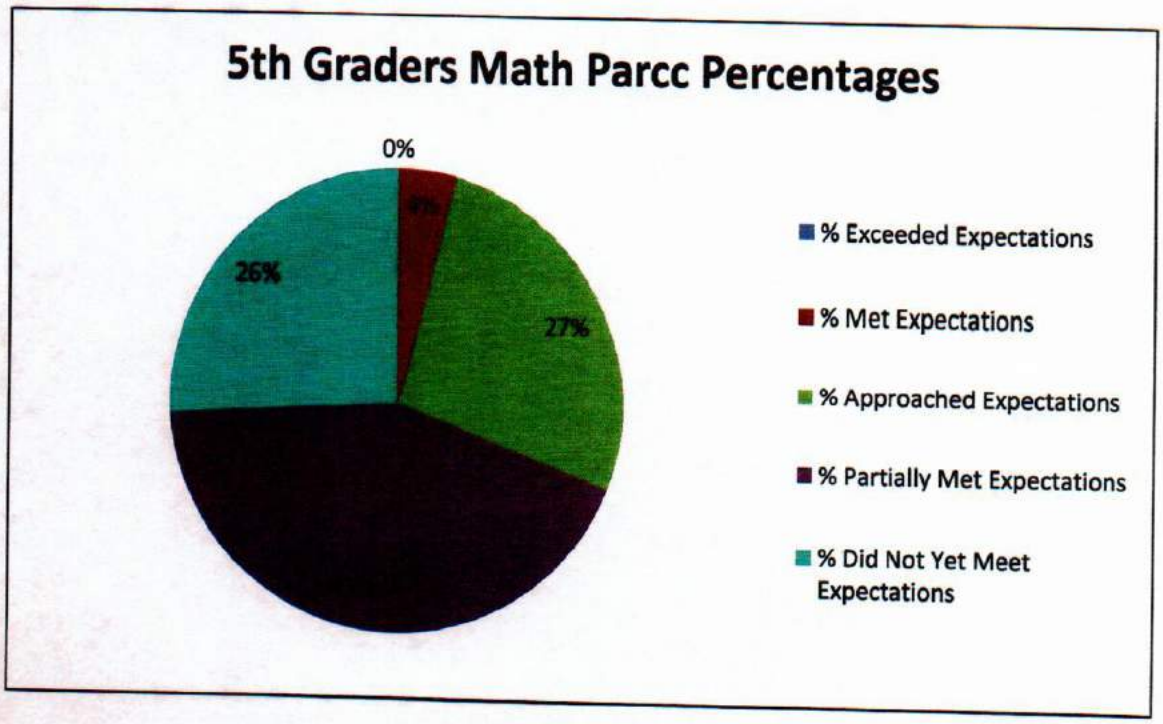
- School type: Middle
- Classification (designated by state) of school for ELA or Math purposes (e.g., needs improvement for ELA, achieving for math – elementary, middle, etc.)
- Osceola STEM Academy % proficient in ELA or Math school results for each category and an average % proficient for the rest of the schools by group and classification

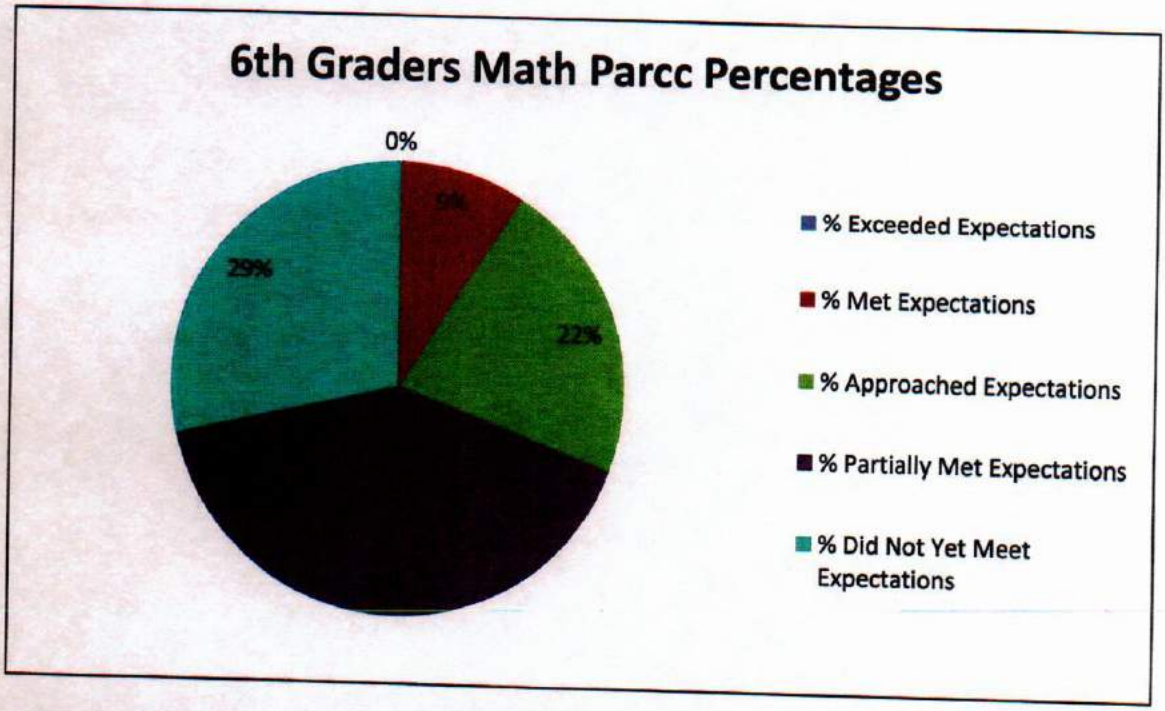
Analysis

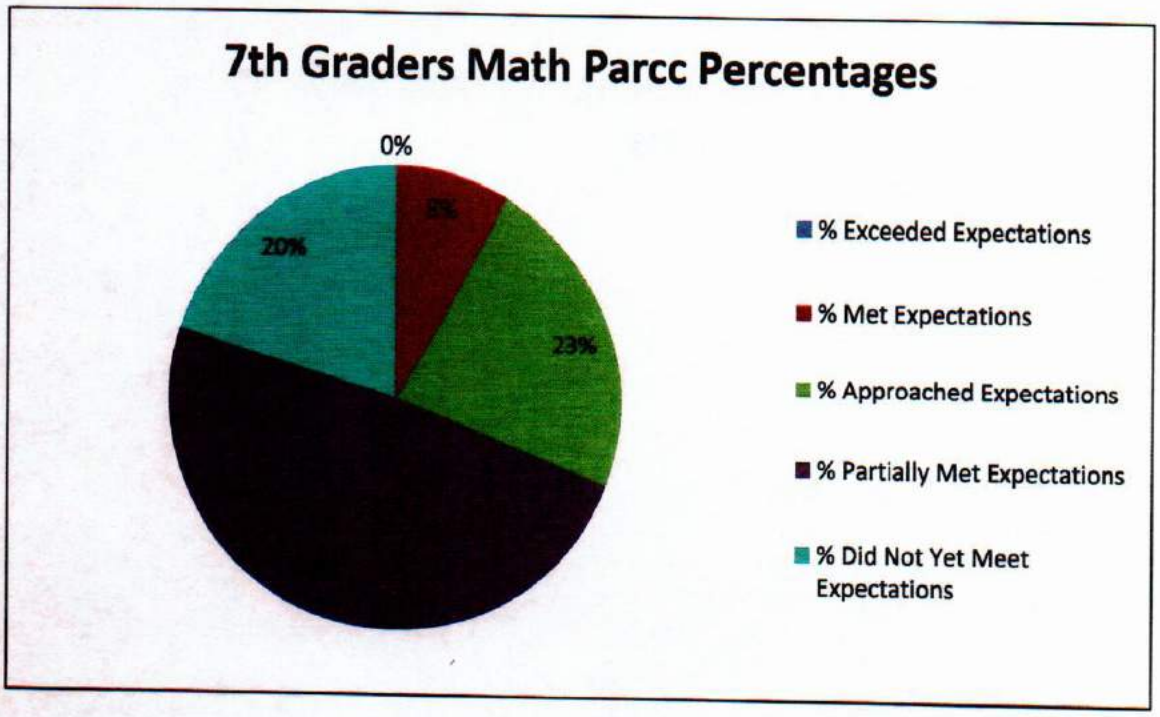
- Osceola STEM Academy results, ELA TAGG % achievement was 128% of the average for all AR schools in the Needs Improvement segment and MATH TAGG% achievement was 90% for all AR schools in the Needs Improvement segment.
-

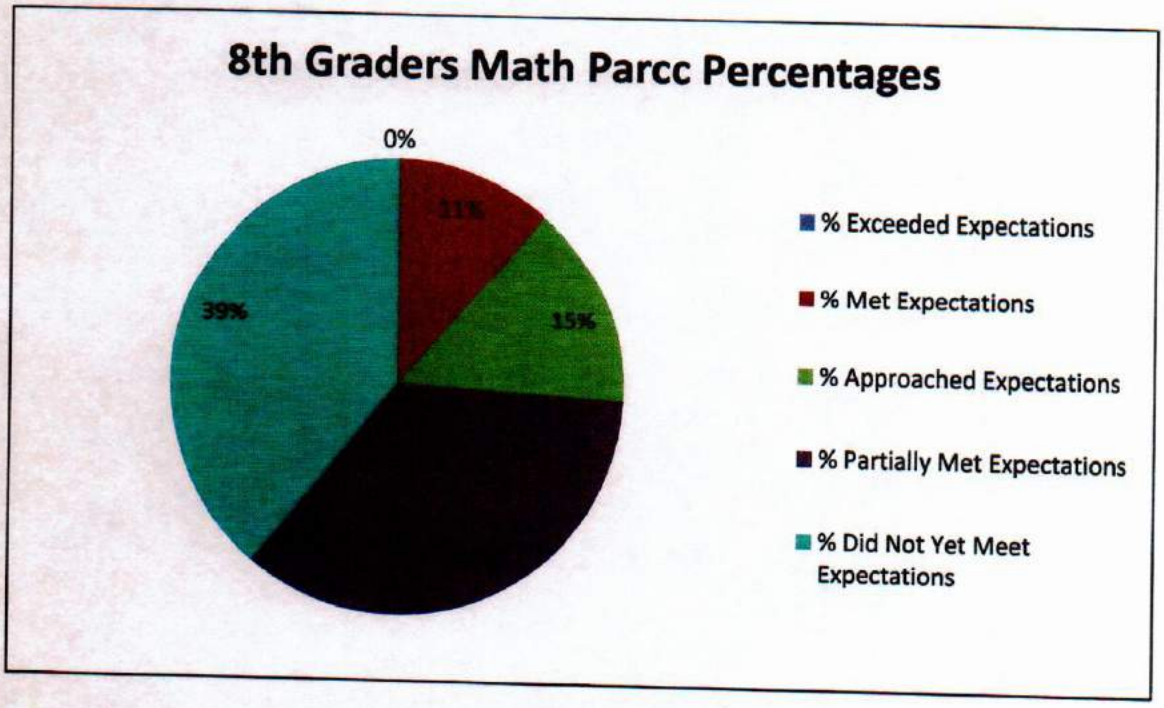
Percentage Achivieving
PARCC

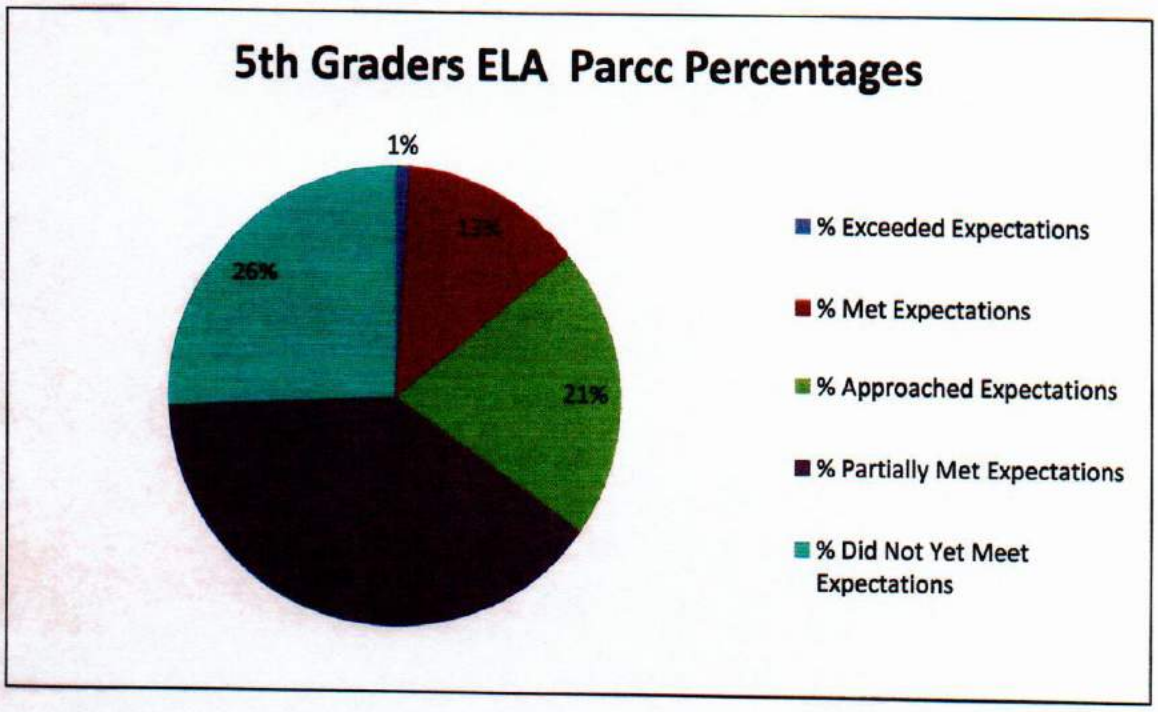
District	School Type	ELA		Math	
		Needs Improvement		Needs Improvement	
		ELA - ALL	ELA - TAGG	Math - All	Math - TAGG
Osceola STEM Academy	Middle School	16.3%	16.3%	8.6%	8.6%
Needs Improvement Middle Schools AVG	Middle School	18.3%	12.8%	14.0%	9.5%
All Middle Schools AVG	Middle School	33.5%	24.1%	24.9%	17.2%
Osceola as % of Segment	Middle School	89%	128%	61%	90%
Osceola as % of All	Middle School	49%	68%	34%	50%
Segment as % of All	Middle School	55%	53%	56%	55%

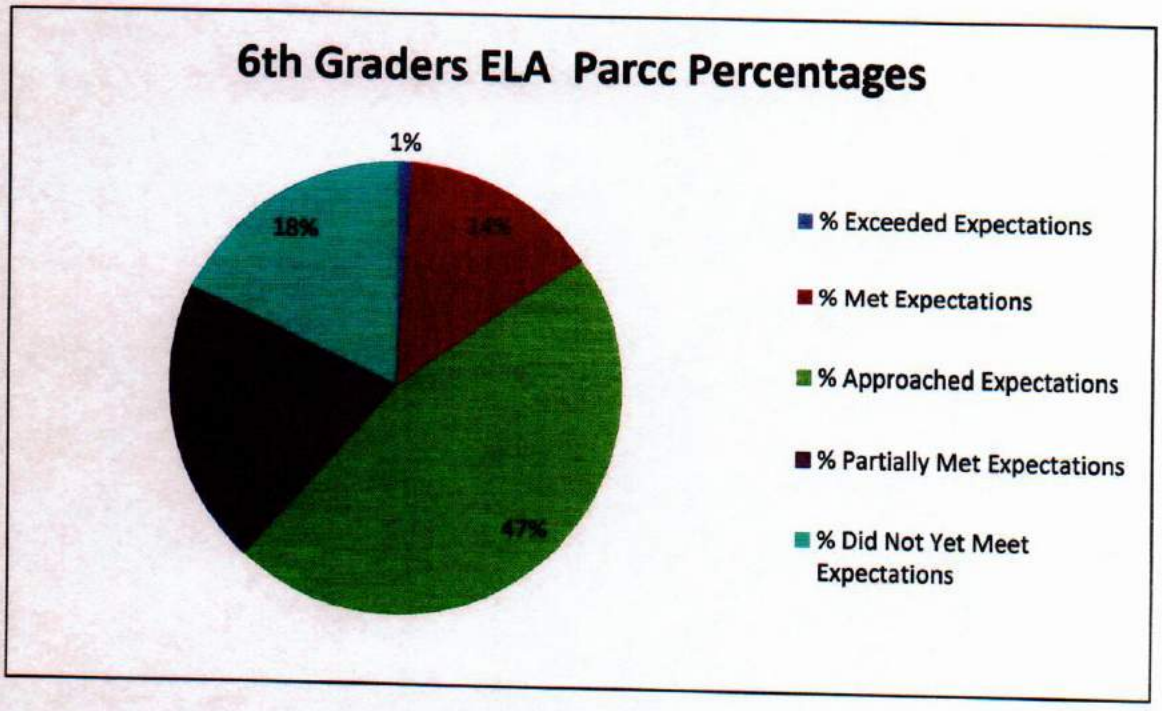

5th Graders Math Parcc Percentages
0%
26%
27%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations

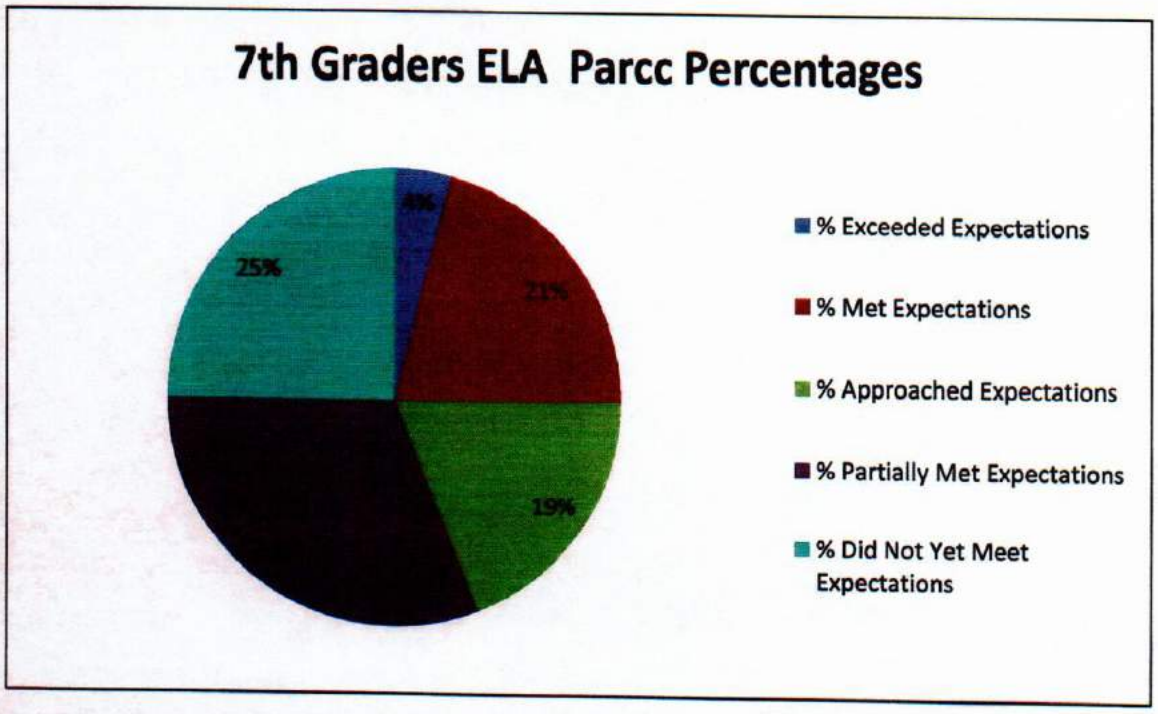

6th Graders Math Parcc Percentages
0%
29%
22%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations

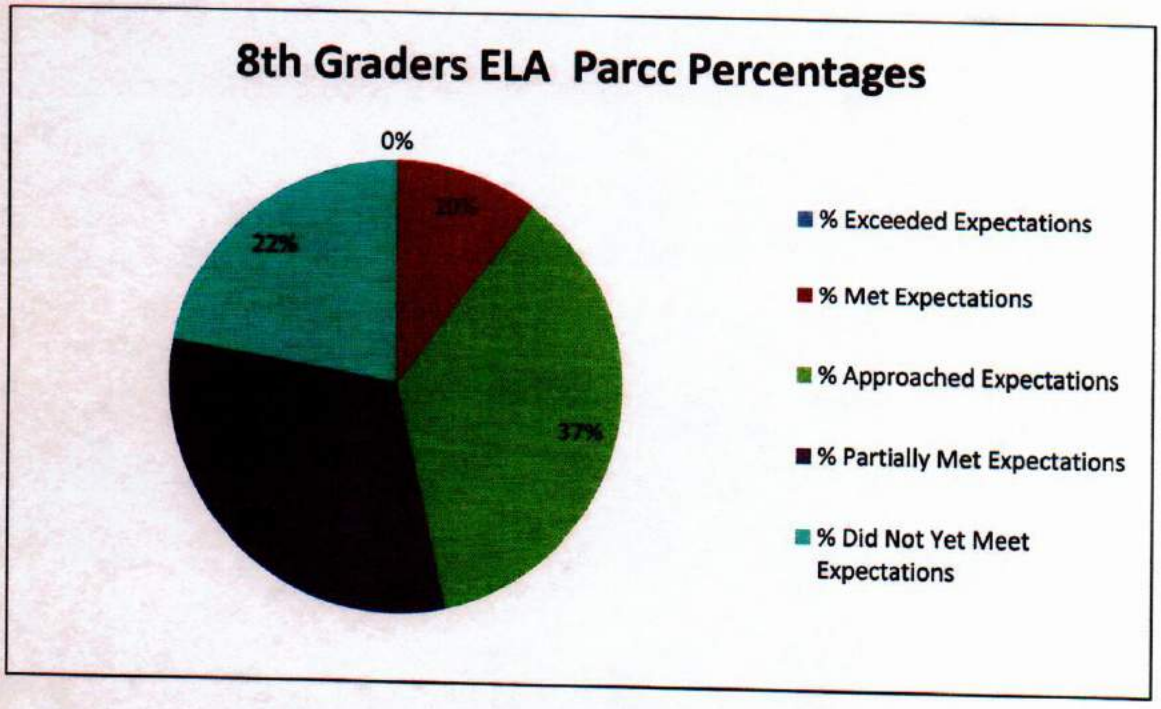

7th Graders Math Parcc Percentages
0%
8%
23%
20%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations


8th Graders Math Parcc Percentages
0%
11%
15%
39%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations


5th Graders ELA Parcc Percentages
1%
13%
21%
26%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations


6th Graders ELA Parcc Percentages
1%
14%
47%
18%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations


7th Graders ELA Parcc Percentages
4%
21%
19%
25%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations


8th Graders ELA Parcc Percentages
0%
20%
37%
22%
% Exceeded Expectations
% Met Expectations
% Approached Expectations
% Partially Met Expectations
% Did Not Yet Meet Expectations

Plans implemented in the past with data that demonstrates student performance and growth.

Middle School Literacy Initiative

MSLI Pillars include literacy across content areas through Word Generation, Reciprocal reading, Screening/Monitoring with Degrees of Reading Power (DRP) and Growth Conversations. While the Osceola School District piloted limited components of the Middle School Literacy Initiative in 2013-14, the implementation of the complete solution was deferred until the current 2015-2016 school year, due to teacher turnover. However, last year additional elements of the MSLI solution were piloted, specifically Word Generation and reciprocal reading. Word Generation is a research-based program designed to increase the academic vocabulary of middle school students.

Word Generation began in October 2014 and reciprocal reading was introduced in January 2015 for students in Grades 6-8. Based on STAR data from early Feb thru early May, there were several interesting growth trends:

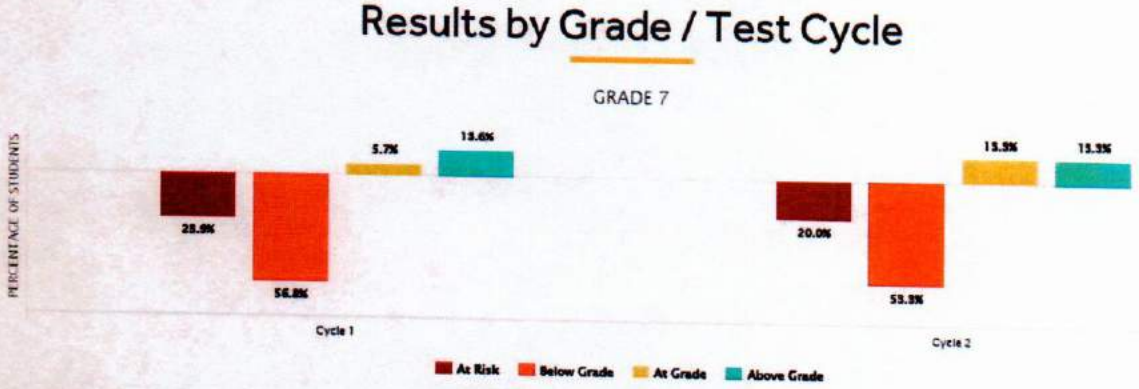
Growth in Star Score

Grade 5	+2
Grade 6	+16
Grade 7	+36
Grade 8	+27

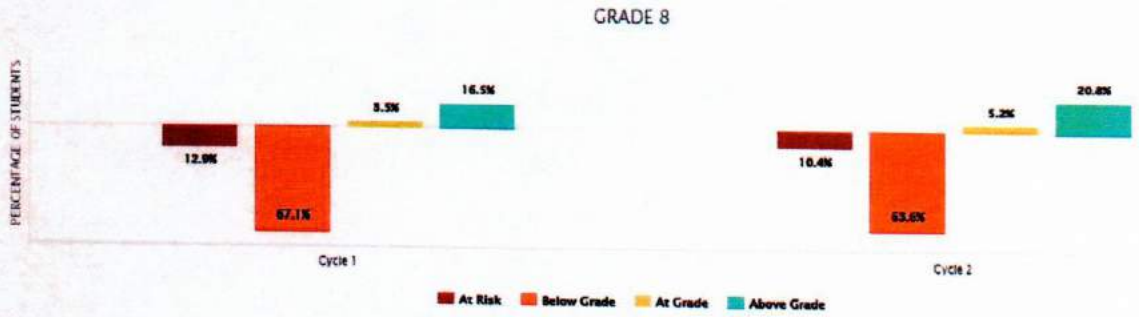
The early gains in this period are primarily in the grades where Reciprocal Reading and Word Generation were introduced.

Interestingly in viewing the current year MSLI results, there was a larger percentage of students in the 6th grade At Risk group after the 1st DRP assessment ... nearly 60% of Grade 6 students. This is not unexpected given that the incoming 6th grade students had not been exposed to any components of MSLI (e.g., Word Generation, Group or Reciprocal Reading). However the Grade 6 students adapted quickly and as noted, had the largest growth in DRP test scores for any of the middle school grades.

The Grade 7 and 8 MSLI students in the current school year (Grade 6 and 7 students exposed to some MSLI components last year) did not comprise as large a percentage of the At Risk DRP groups in the Fall administration ... 23% of Grade 7 students and 12.9% of Grade students. The early exposure contributed to these students, particularly those who might otherwise be at risk, getting off to a fast start in the current school year.



Results by Grade / Test Cycle

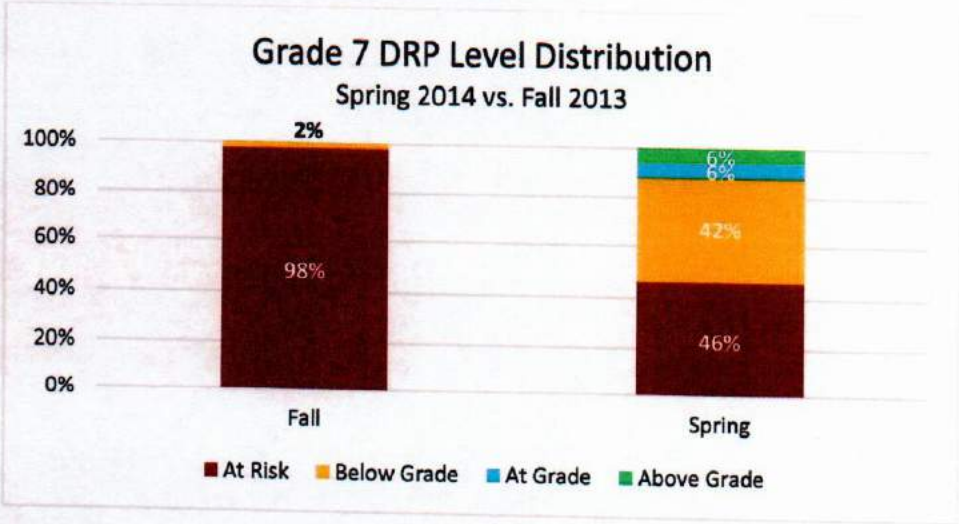


MSLI DRP Results

In 2013-2014, a limited pilot of the Middle School Literacy Initiative was implemented for Osceola. The pilot focused on specific aspects of the MSLI program such as small group reading.

The results for Grade 7 students showed some positive first steps:

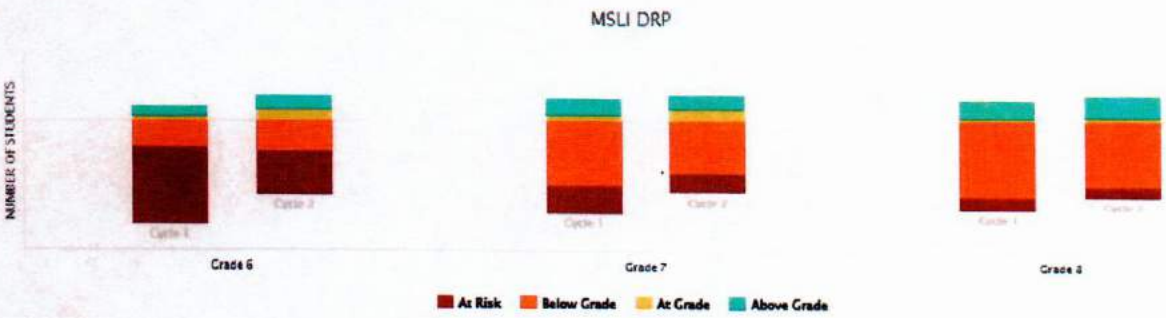
- The distribution of students by DRP Risk category shifted dramatically from the Fall 2013 DRP test administration to Spring 2014 test.
    - In the Fall, 98% of the students were in the At Risk category, with the remaining 2% in the Below Grade level group. By the spring, the % of students in the At Risk category had decreased to 46%, with a shift of At Risk Students into the remaining 3 risk groups

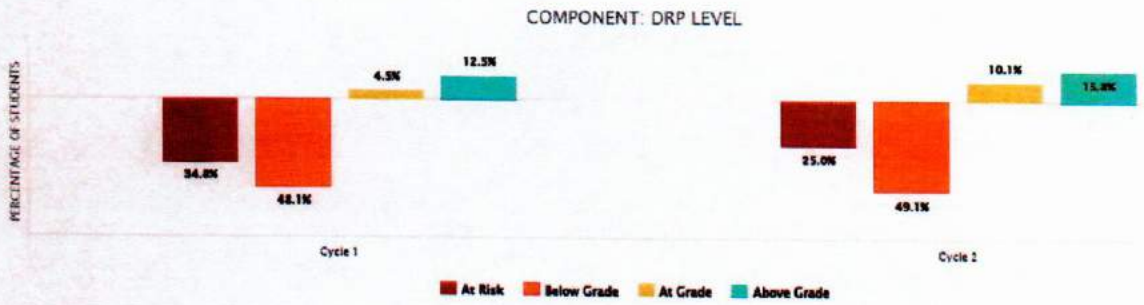


In the Fall 2015, a full implementation of the MSLI program at the Osceola STEM Academy. To date, Fall and Winter test administrations of the DRP have been completed. A 3rd spring cycle will be completed later this year.

Based on results to date, the results show progress particularly for Grade 6 students:

Results by Grade / Test Cycle

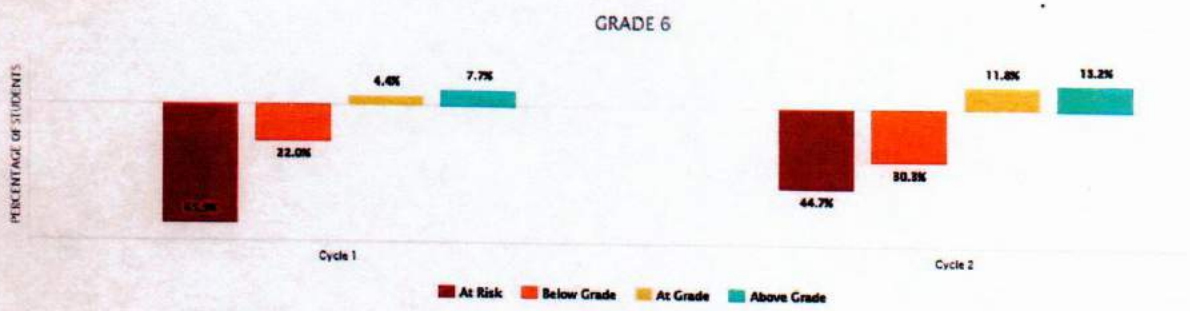




- For all grades, there was shift in the percentage of students in the At Risk category, from nearly 35% of students in the Fall to 25% this winter.
- There was also a shift of students to the At Grade level and Above Grade level groups ... with nearly 17% at or above grade level in the Fall compared to nearly 26% for the Winter or second test cycle.

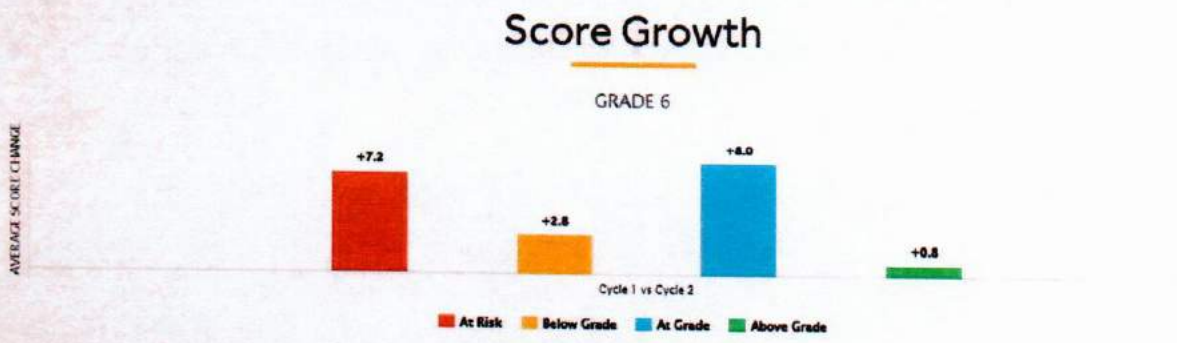
Focusing on the 6th Grade:

Results by Grade / Test Cycle



- The percentage of students in the At Risk group decreased from nearly 66% of 6th Grade students to fewer than 45% in the Winter cycle.
- In addition, the average growth in DRP scores grew the most for the Grade 6 group, +5.6 DRP levels vs. the average for all grades of +2.4 DRP levels (charts below).
- Examining the Grade 6 results by risk group, the students who started the year in the At Risk group, their scores grew an average of +7.2 DRP levels
    - The annual benchmark for growth in DRP scores for Grade 6 students is 3 DRP levels ... the Grade 6 results overall and those for the At Risk group thus far are promising

- The initial results are encouraging. The early positive results for Grade 6 compared to the other grades may be attributable to the "open-mindedness" of these new middle school students compared to those in Grade 7 and 8 who have experienced a different literacy approach for most of their middle school careers.



Plans for the future that include methods of assessment.

Specific plans in the past to improve academic achievement

- Lack of vertical or horizontal curriculum alignment
- Professional Development on Project-Learning from Buck Institute with limited resources
- Teachers provided both a grade level and common planning period
- Literacy and Social Studies teachers collaborated; Math and Science teachers collaborated
- Stem components integrated in all courses
- TLI assessments were used solely for progress monitoring mastery of standards.
- Implemented Reciprocal Reading strategies in grades 7 and 8.

Specific plans currently in place to improve academic achievement

- Implemented "Engage New York" curriculum as district.

  Result: This has been an success in both horizontally and vertically aligning STEM with high school and elementary.

- Full Implementation of MDC with ALL math teachers.

  Results: Implementing MDC has provided our teachers With high- quality instructional tools and support. It has provided our students with a deeper learning that develops students' abilities to reason, understand and apply mathematical concepts.

(Evidence: Math TLI Scores in all grades Increased since full implementation.)

- Implemented all components of Middle School Literacy Initiative (MSLI) with Generation Ready.

  (Reciprocal Reading, Word Generation, Growth Conversations and Job embedded PD for Teachers.

  Results: STEM has fully implemented Reciprocal Reading strategies to help students read/ comprehend complex text across discipline areas. Our students use comprehension strategies such as predicting, clarifying, questioning and summarizing.

(Evidence: Student Comprehension has increased in 6th- 8th according to our DRP data)

Results: STEM utilizes Word Generation to introduce academic across disciplines.

(Evidence: In 2014-15, Student Comprehension increased according to our Pre & Post Word Generation Assessment data)

- Analyze data through various assessments to identify the core Root of the problem. (ex. Fluency, lack of content knowledge, comprehension and etc.)

Implemented Block Schedules with a total of 100 instructional minutes for both Literacy and Math.

Results: In math, the 100 minutes is split with first 50 minutes focused on computation and the last 50 minutes focused on Application (project-based approach) of the skill.

(Evidence: Increase on both Map and TLI Scores in all grades and Growth on Progress Monitoring Charts .)

- Progress Monitoring Student mastery of standards in both Math and Literacy every 3 weeks. (shorter intervals)

- Implemented the process of Task Analysis of TLI assessment items *After each TLI exam, the students analysis each item by determining what skills or mathematic process is needed to master the task. This process is helping with increasing scores on TLI.*

- Implemented a 50 minutes Reading class outside of the 100 minutes Literacy Block (grades 5 & 6) .

  Results: In Grades 5 and 6, we seen an increase in Comprehension on both DRP and Dibels Assessment. (growth)

(Evidence: Student Comprehension has increased in comprehension in grades 5th- 6th according to our DRP data)

- Implementation of Student growth conversations as a huge component of our intervention system.
- Plan to provide professional development on Authentic Learning or Inquiry Based Learning this spring.
- Integrate more collaborative planning across all content areas with STEM Focus.

Specific plans in the past to improve academic achievement in math

- Implemented project based learning in all math classes (new to all teachers) but with little resources.
- A few math teachers trained in UBD (Units by design)
- Math teachers mirrored MDC strategies
- All math data was pulled from TLI assessments and analyzed by the instructional facilitators

  **Teachers and students were not a part of this analysis and the students scored below expectations.*
- Provided Professional development on best practices in both instruction and engagement.

Specific plans currently in place to improve academic achievement in math

- Aligned STEM curriculum projects with Mathematics and Science standards
- Full implementation of MDC strategies and all staff trained in MDC
- Provided Professional development on Differentiated Instruction in September
- Implemented the process of Task Analysis of TLI assessment items

  **After each TLI exam, the students analysis each item by determining what skills or mathematic process is needed to master the task. This process is helping with increasing scores on TLI.*
- Leadership Team and CLT analyzed math data and determined primary focus is on TIER I Intervention (Core Instruction).
- Implementing daily intervention through individualized centers and Small group activities or tasks. (Tier II instruction)
- Progress monitoring student mastery in shorter intervals (every 3 weeks)
- Implemented Departmental meeting with focused agendas bi-monthly.

Current/ Future Assessments

Literacy	Assessment	Frequency		Math	Assessment	Frequency
Vocabulary	Word Generation (MSLI)	Fall Spring		Standards Mastery & Progress Monitoring	TLI	End of every module
Standards Mastery	TLI	End of every module		Comprehension	NWEA MAP	Fall Winter SPring
Comprehension	DRP	Fall Spring		Skills or Standards Mastery	Pre-test Mid Module-Test Post Test	Every 3 weeks
Reading Level ZPD	Star Reading	Fall Spring				
Fluency, Comprehension Vocabulary	DIBELS	End of each Quarter				
Standards Mastery & Progress Monitoring	TLI The Learning Institute	End of every module				

Current year to date student demographics, discipline and attendance.

Osceola STEM Academy demographics are 82% African American, 12% Caucasian, 3% Hispanic, 1% Asian and 1% other. There has been a slight decrease in the enrollment of Caucasian students in the last three years. Osceola STEM Academy lost over 20 students transitioning from the elementary school to 5th grade. There is a pattern of students leaving the district after fourth grade.

The average daily attendance is 94.28% and truancy has decreased tremendously. Discipline has been an area of concern; therefore, the Osceola School District implemented PBIS (Positive Behavioral Interventions and Support). Discipline issues remain high due to absence of classroom management strategies from new teachers. Professional development for classroom management remains a priority as Osceola STEM Academy continues to support new teachers.

Osceola STEM Academy

Current Year-to date Data

Student Demographics (eschool report included)

Year	Races Total					School Total
	Black	Asian	Hispanic	White	Other	
2015-16	314	3	14	47	3	381
2014-15	331	2	4	70	3	410
2013-14	314	2	6	72	3	397

Attendance (eschool report included)

Average Daily Attendance	Average Daily Membership	% of Attendance
355.46	377.01	94.28

Discipline (eschool report included)

Year	Discipline Totals						School Total
	Disorderly Conduct	Insubordination	Bullying	Fighting	Truancy	Other	
2015-16 (As of January 29, 2016)	340	78	22	9	10	62	521
2014-15							831
2013-14							832

Average Incident Report

Osceola STEM Academy

Year	Month	Mem Days	Incident		# Incidents	Avg. / Day
2015	August	11	106	Theft	1	0.09
			15	Disorder Conduct	4	0.36
			18	Bullying	1	0.09
			August 2015 Total		6	0.55
2015	September	21	04	Truancy	3	0.14
			100	Bus Misconduct	1	0.05
			102	Dress Code	1	0.05
			104	No Show Detention	9	0.43
			105	Sexual Harrassment	1	0.05
			14	Insubordination	20	0.95
			15	Disorder Conduct	68	3.24
			17	Other	3	0.14
			18	Bullying	5	0.24
			19	Fighting	4	0.19
			September 2015 Total		115	5.48
2015	October	21	04	Truancy	3	0.14
			05	Student Assault	1	0.05
			102	Dress Code	3	0.14
			104	No Show Detention	6	0.29
			106	Theft	2	0.10
			13	Vandalism	2	0.10
			14	Insubordination	32	1.52
			15	Disorder Conduct	131	6.24
			17	Other	1	0.05
			18	Bullying	11	0.52
			19	Fighting	4	0.19
			October 2015 Total		196	9.33
2015	November	16	01	Drugs	1	0.06
			100	Bus Misconduct	1	0.06
			102	Dress Code	1	0.06
			104	No Show Detention	7	0.44
			14	Insubordination	12	0.75
			15	Disorder Conduct	80	5.00
			17	Other	1	0.06
			18	Bullying	3	0.19
			19	Fighting	6	0.38
			November 2015 Total		112	7.00
2015	December	14	04	Truancy	4	0.29
			104	No Show Detention	10	0.71
			105	Sexual Harrassment	1	0.07
			14	Insubordination	14	1.00
			15	Disorder Conduct	57	4.07
			18	Bullying	2	0.14
			19	Fighting	4	0.29
			December 2015 Total		92	6.57
2016	January	19	No incidents for this month		0	0.00
Osceola STEM Academy		102		35	521	5.11

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Osceola School District
Osceola STEM Academy
ENROLLMENT REPORT
Enrollment Date: Jan 29, 2016

Enrollment Count		05	06	07	08	Race Totals
Asian	Females		1	1		2
	Males		1			1
	Gender Totals		**2**	**1**		**3**
Black	Females	32	44	43	46	165
	Males	37	38	34	40	149
	Gender Totals	**69**	**82**	**77**	**86**	**314**
Hispanic	Females	3	2	3	1	9
	Males	1	3	1		5
	Gender Totals	**4**	**5**	**4**	**1**	**14**
Two or More	Females				1	1
	Males	1	1			2
	Gender Totals	**1**	**1**		**1**	**3**
White	Females	10	7	8	5	30
	Males	1	6	7	3	17
	Gender Totals	**11**	**13**	**15**	**8**	**47**
Grade Totals		**85**	**103**	**97**	**96**	**381**

Run Date of Report: Jan 31, 2016

OSCEOLA
705 - OSCEOLA STEM ACADEMY
ENROLLMENT REPORT
Enrollment Date: May 29, 2015

Enrollment Count		05	06	07	08	SM	Race Totals
ASIAN	Females		1				1
	Males	1					1
	Gender/Race Totals	**1**	**1**				**2**
BLACK	Females	52	47	46	36	2	**183**
	Males	34	27	37	48	2	**148**
	Gender/Race Totals	**86**	**74**	**83**	**84**	**4**	**331**
HISPANIC	Females		2	1	1		**4**
	Gender/Race Totals		**2**	**1**	**1**		**4**
TWO OR MORE	Females	1		1			**2**
	Males	1					**1**
	Gender/Race Totals	**2**		**1**			**3**
WHITE	Females	10	11	5	12		**38**
	Males	8	8	4	12		**32**
	Gender/Race Totals	**18**	**19**	**9**	**24**		**70**
Grade Totals		***107***	***96***	***94***	***109***	***4***	***410***

Run Date of Report: Feb 1, 2016

OSCEOLA
705 - OSCEOLA STEM ACADEMY
ENROLLMENT REPORT
Enrollment Date: May 30, 2014

Enrollment Count		05	06	07	08	Race Totals
ASIAN	Females	1			1	**2**
	Gender/Race Totals	**1**			**1**	**2**
BLACK	Females	47	46	36	37	**166**
	Males	27	37	48	36	**148**
	Gender/Race Totals	**74**	**83**	**84**	**73**	**314**
HISPANIC	Females	2	1	1	1	**5**
	Males				1	**1**
	Gender/Race Totals	**2**	**1**	**1**	**2**	**6**
TWO OR MORE	Females		1		2	**3**
	Gender/Race Totals		**1**		**2**	**3**
WHITE	Females	11	5	12	10	**38**
	Males	8	4	12	10	**34**
	Gender/Race Totals	**19**	**9**	**24**	**20**	**72**
Grade Totals		***96***	***94***	***109***	***98***	***397***

Run Date of Report: Feb 1, 2016

ADA/ADM Statistics Report

Building List: 705
Date Range: 08/17/2015 - 01/29/2016

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
705 - Osceola STEM Academy	16203	20054	36257	17242	21213	38455	355.46	377.01	94.28
Report Totals	16203	20054	36257	17242	21213	38455	355.46	377.01	94.28

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Progress toward current charter goals and supporting data.

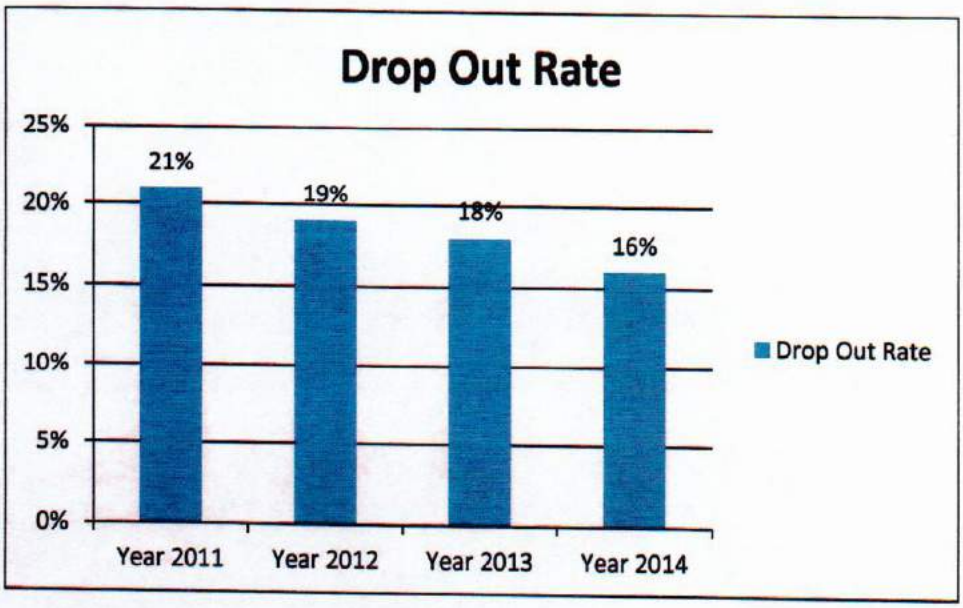
Osceola STEM Academy

EXPLORE

	Explore
Year 2011	13.20
Year 2012	13.80
Year 2013	13.40
Year 2014	13.50
Year 2015	13.60

Analysis of Osceola STEM Academy reveals EXPLORE scores have remained consistent with a slight increase over the past three years.

Osceola School District



Analysis of Osceola High School graduation rate reveals the dropout rate has been reduced by 6% since the creation of the Osceola STEM Academy.

TLI Data

Data Derivation

TLI results for the 2015-2016 school year were summarized as follows:

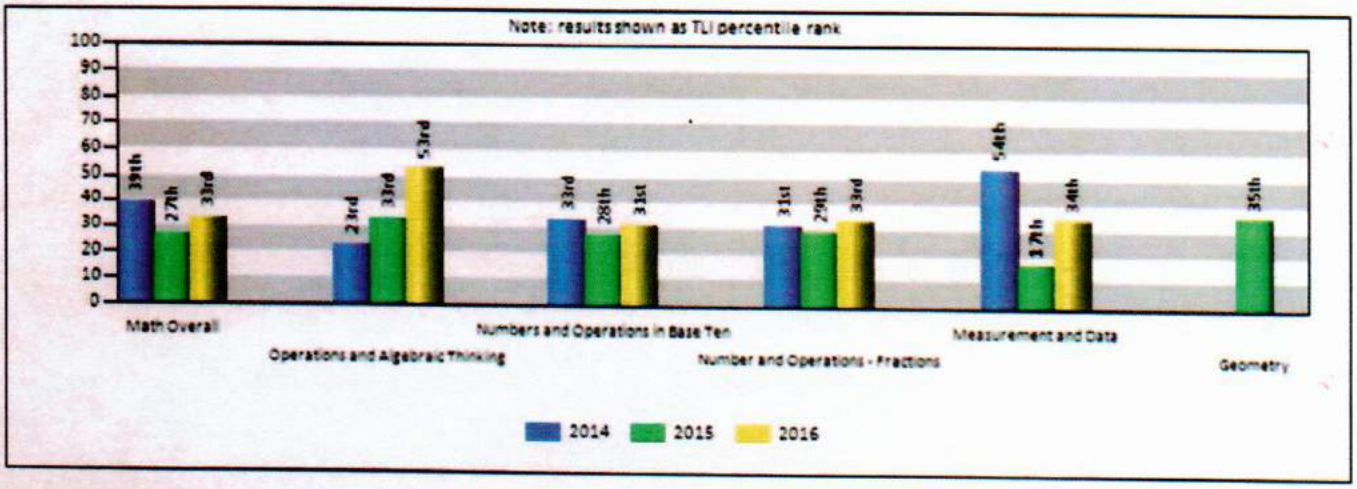
- Math and Literacy scores were broken down by grade for 5th-8th grade.
- The Multi-Year SLE Breakdown report provides an overview of the tested standards for multiple years. It points out historical strengths and weaknesses for a district, school, or class and can be used to determine successful teaching strategies.

Analysis

- With the addition of a Generation Ready mathematical support consultant. We find ALL 2016 SLE Breakdowns for ALL Grade levels reveal an increase over the past two years.
- The Learning Institute has been a consistent data source; however, we should note the transition of TLI items should be considered as item types changed Benchmark type items, to PARCC items and now 2016 is testing ASPIRE items.

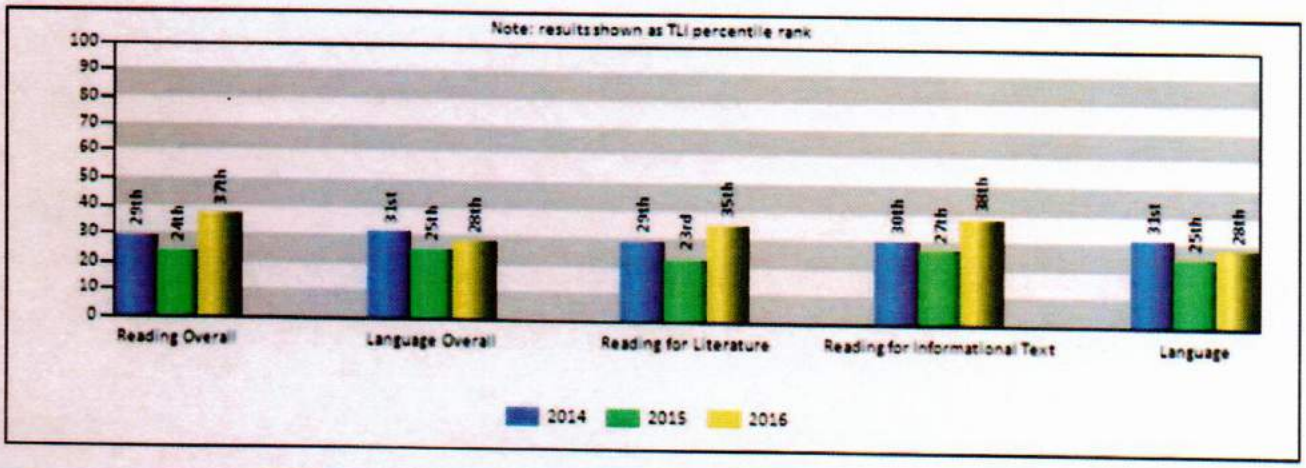
OSCEOLA SCHOOL DISTRICT - Grade 5
Archive Interim Assessment - Strand / SLE Breakdown

to School Level



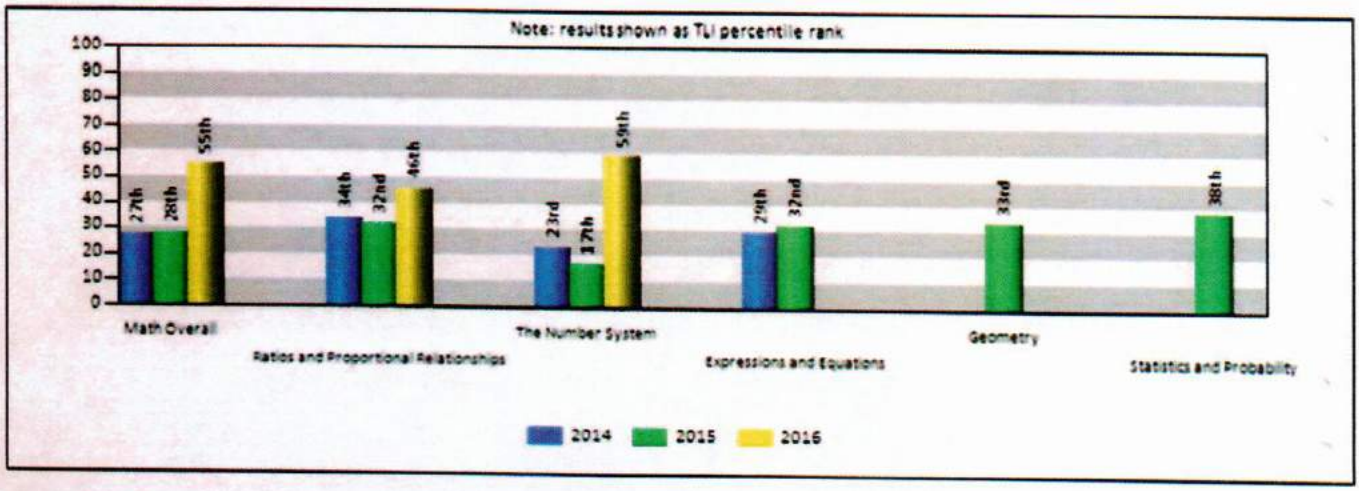
OSCEOLA SCHOOL DISTRICT - Grade 5
Archive Interim Assessment - Strand / SLE / Skill Breakdown

to School Level



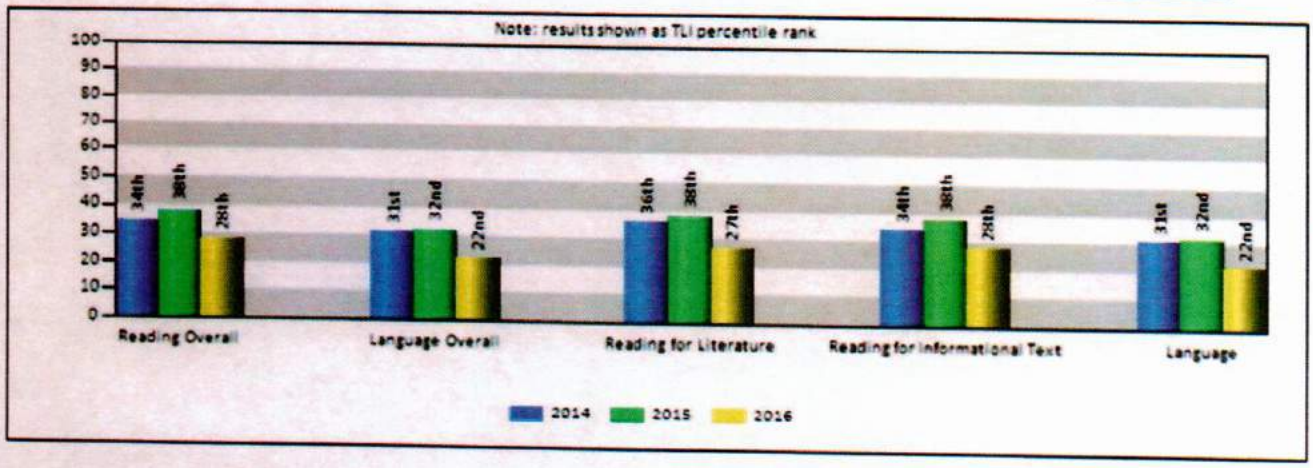
OSCEOLA SCHOOL DISTRICT - Grade 6
Archive Interim Assessment - Strand / SLE Breakdown

to School Level



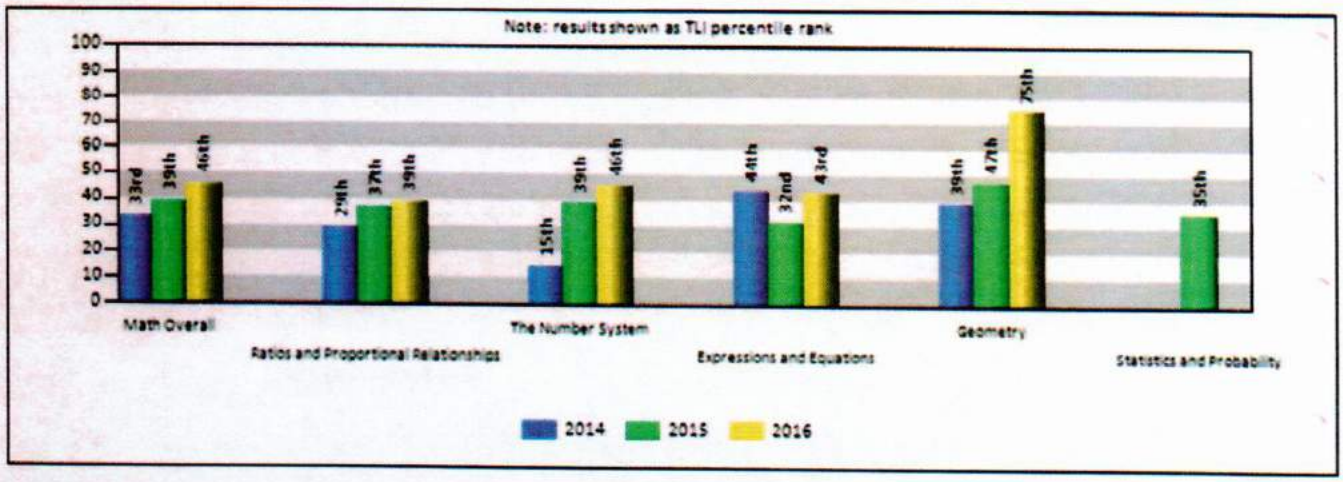
OSCEOLA SCHOOL DISTRICT - Grade 6
Archive Interim Assessment - Strand / SLE / Skill Breakdown

to School Level



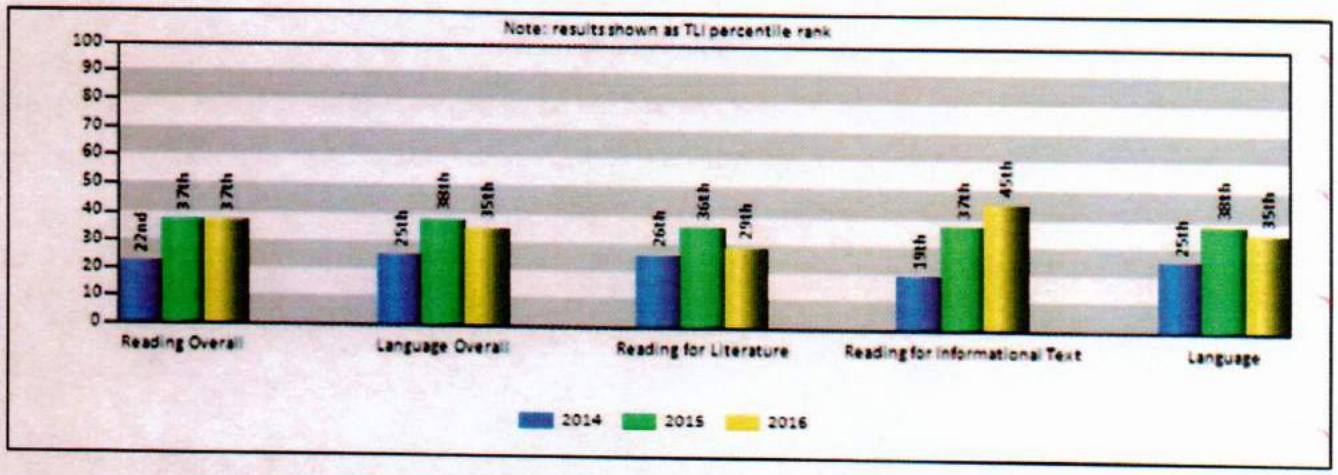
OSCEOLA SCHOOL DISTRICT - Grade 7
Archive Interim Assessment - Strand / SLE Breakdown

to School Level



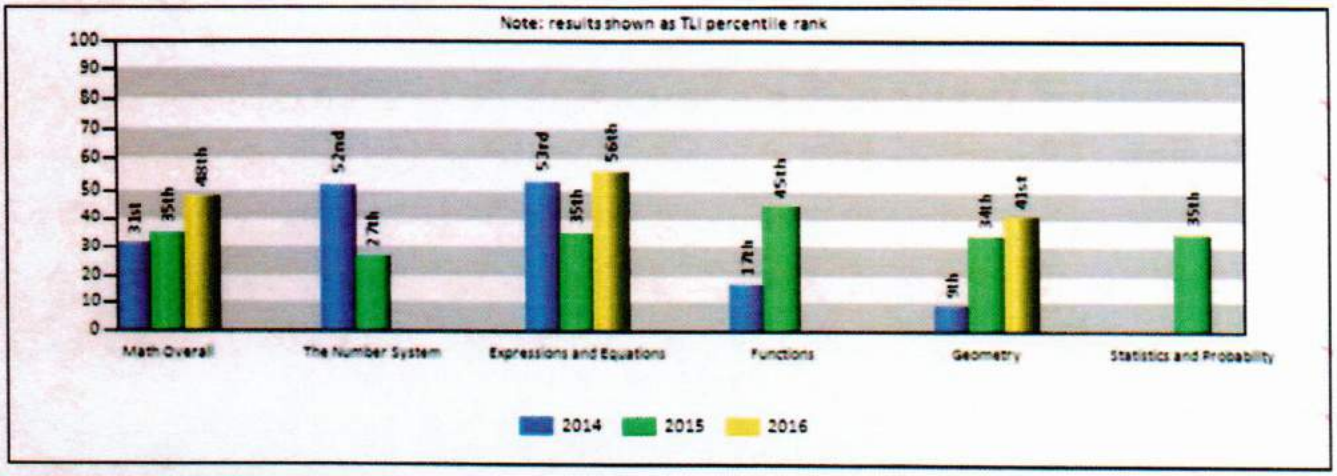
OSCEOLA SCHOOL DISTRICT - Grade 7
Archive Interim Assessment - Strand / SLE / Skill Breakdown

to School Level



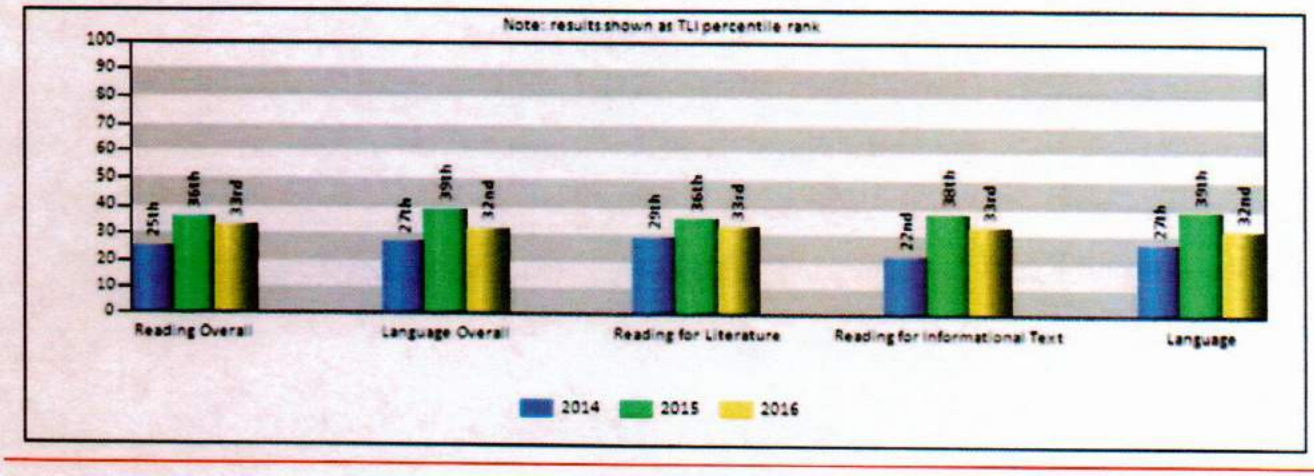
OSCEOLA SCHOOL DISTRICT - Grade 8
Archive Interim Assessment - Strand / SLE Breakdown

to School Level



OSCEOLA SCHOOL DISTRICT - Grade 8
Archive Interim Assessment - Strand / SLE / Skill Breakdown

to School Level



Utilization of approved waivers.

Osceola STEM Academy

Waivers

- **Fine Arts: Fine arts continues to be integrated in the curriculum instead of isolation in order to provide relevance for fine arts through core classes.**

- **Tools for Learning: Tools for Learning standards are embedded in the Discovery Zone and computer lab.**

- **Licensure and Renewal: Osceola STEM Academy, continues to strive to hire the qualified and certified teachers, however, we continue to utilize the waivers in order to provide the best combination of teachers to student needs. The following waivers are being utilized for the 2015-2016 school year:**
    - **Toni Arnold** (Literacy Instructional Facilitator) **waiver for 7th Grade Pre-AP Literacy Certified in Literacy grades 1-6**
    - **Angie Alexander** (Social Studies Teacher) **waiver for 8th Grade Pre-AP Literacy Certified in Social Studies grades7-12**
    - **Donna Pilgrim** (Literacy 1-8, Family & Consumer Science, Business Technology and currently working on Library Media) **waiver for Tools for Learning and Media Services currently working in Discovery Zone.**

- **Media Services: The role of the library media center provides a more integral part of the core curriculum as the Discovery Zone. The Discovery Zone teacher embeds the traditional library setting within the Discovery Zone.**

- **Class Size and Teaching Load: Periodically students are provided a collaborative teaching environment which increases the number of students shared by two teachers.**

Summary of overall effectiveness of charter school.

Overall effectiveness of Osceola STEM Academy

Osceola STEM Academy has made great strides in the district as the charter was an opportunity to reconfigure our two existing middle schools of Osceola Middle School and Osceola Academic Center. The addition of the STEM atmosphere has created an excitement with our students, particularly in the area of pre-engineering. We want others to know, Osceola STEM Academy is more than the test scores assigned to our students, but rather, we feel successful in the STEM disciplines as well. Osceola STEM Academy has provided our students with a challenging learning environment that focuses on math, science, engineering and technology. Our culture remains explorative and innovative through our central Discovery Zone and our pre-engineering program. The Discovery Zone is set up with individual work-stations such as using Nintendo Wii Stations to engage students in math, all students are exposed to Chess for critical thinking and algebraic skills, art, music and Accelerated Reading are also components of the Discovery Zone.

Our teachers collaboratively plan lessons across the curriculum. Our pre-engineering program is Gateway to Technology for 6-8th grade and Launch for fifth grade students. The pre-engineering teacher reinforces the math and science standards taught in our core classes. The Gateway to Technology program has been very effective and has given all our students great experiences and exposure with local businesses. Our student utilizes the Auto-Desk software program to design projects and have access to 3-d printers to create items. Several of our students have participated in the local robotic competitions and have shared their exhibits with local industries.

Project-based Learning is vital in helping to increase our student's achievement. The classrooms are set up for cooperative learning through small groups. Our students experience opportunity to build on their knowledge and skills as they solve real-world problems through project-based learning. Project based learning is utilized weekly in the regular classroom setting as well as in the labs.

With the transition of AYP to AMO, introduction of Common Core State Standards, the move into the PARCC assessment/ASPIRE assessment, and the reconfiguration of the AMO to the district AMO does allow for Osceola STEM Academy the opportunity to adequately reflect the level of student achievement taking place. We know students with similar demographics associated with poverty and low socioeconomic factors, begin to thrive in an atmosphere of enrichment and engaging lessons.

We look forward to continuing the journey of Osceola STEM Academy as our students are provided ample learning opportunities that are innovative in education.

Amendment Request

ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Osceola STEM Academy

LEA Number 4713705

Type of Amendment Requested:

[X] **Other**

Old Goal:
ACTAAP (Arkansas Comprehensive Testing Assessment and Accountability Program)
1. Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.
New Goal:
Current Arkansas state assessment
At grades 5 through 8, Osceola STEM Academy will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments for both Math and Literacy.
Rationale:
The original goal was created based on ACTAAP and AYP. The goal has been updated to reflect current assessment and accountability policy.

Old Goal:
TLI (The Learning Institute)
2. ALL students will have 80 % mastery by the end of the school year on each SLE as measured by the TLI.

New Goal:
NWEA Map Assessment
In Literacy, 80% of Osceola STEM Academy students will meet or exceed their student growth goal.
In Math, 60% of Osceola STEM Academy students will meet or exceed their student growth goal.
The goals listed above correlate with the state AMO for 2016.

Rationale:
Although TLI continues to be an integral component of the Osceola STEM Academy curriculum process, we find the focus on grade level mastery of standards does not provide a comprehensive assessment of our student's growth. This is especially true for students who are below two or more grade levels. As the original charter goal for TLI was created, growth was not an option for school accountability. As the growth goal became an option in the ESEA Flexibility plan, MAP was clearly the better choice for our struggling learners, as well as our advanced students.

Old Goal:
8th grade Explore
4. We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.

ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

New Goal:
Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.

Rationale:
The Explore testing has been replaced with ACT Aspire as the college readiness assessment. As the EXPLORE provides reports with one-year score data for Grade 8, the ACT Aspire provides longitudinal growth data for Grades 3-10. Based on ACT Aspire scale scores, student scale scores will range between 400 and 449 for 8th grade.
The original goal was created based on the requirement for a college readiness assessment of EXPLORE. The goal has been updated to reflect current assessment and accountability policy.

Old Goal:
Graduation Rate
5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of 95-100% graduation rate. However, the number of dropouts between 9th & 10th grade in 2014 will also serve as an indicator.

New Goal:
By 2021 we will have an increase in the graduation rate by 4% each year until we reach our goal of 95-100% graduation rate.
Rationale:
The graduation rate is a continuous goal. The dates have been updated to reflect our current goal.

Charter Leader Christel Smith
Email Address csmith@osd1.org
Phone Number (870) 563-1833 or (870) 84[redacted]

Mission Statement and Charter Goals

Osceola STEM Academy

Mission Statement:

The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.

Goals:

1. ACTAAP (Arkansas Comprehensive Testing, Assessment and Accountability Program)

   Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.

2. TLI (The Learning Institute)

   All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

3. APSCN

   Our attendance rate is currently at 98.5% although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on student's tardies and early check-outs. Our current tardy rate is 2% and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease the amount of tardies by .5% each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.

4. 8th grade Explore

   We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.

5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator.

Waivers

OSCEOLA STEM ACADEMY
APPROVED WAIVERS

District LEA:	47-13-000	**Elementary School LEA:**	n/a
City:	Osceola	**Middle School LEA:**	47-13-705
Opening Date:	Fall 2011	**High School LEA:**	n/a
Grades Approved:	5-8	**Expiration Date:**	06-30-17
CAP:	450	**Grades Served 2015-2016:**	5-8

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

6-17-111	Duty-free lunch periods
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers

Waivers from ADE Rules Governing Standards for Accreditation

9.03.3.6	Grades 5-8 Fine Arts (to be integrated into the other curriculum)
9.03.3.7	Grades 5-8 Health and Safety (not approved to the extent that it affects accountability)
9.03.3.8	Grades 5-8 Tools for Learning (to be integrated into the other curriculum)
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
15.03	Licensure and Renewal
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

ESEA Information and Letter Grade Report

2015 ESEA SCHOOL REPORT

District:	OSCEOLA SCHOOL DISTRICT	**Superintendent:**	MICHAEL COX	**LEA:**	4713705
School:	OSCEOLA STEM CHARTER	**Principal:**	CHRISTEL SMITH	**Address:**	112 N. SCHOOL STREET
Grade:	5 - 8	**Attendance:**	95.44	**Address**	OSCEOLA, AR 72370
Enrollment:	390	**Poverty Rate:**	100.00	**Phone**	(870) 563-2150

OVERALL SCHOOL STATUS:	2015 NEEDS IMPROVEMENT PRIORITY

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	387	387	100.00	387	387	100.00
Targeted Achievement Gap Group	387	387	100.00	387	387	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	318	318	100.00	318	318	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	58	58	100.00	58	58	100.00
Economically Disadvantaged	387	387	100.00	387	387	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	42	42	100.00	42	42	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	59	362	16.30	21.47
Targeted Achievement Gap Group	59	362	16.30	16.32
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	42	299	14.05	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	14	54	25.93	26.68
Economically Disadvantaged	59	362	16.30	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	2	39	5.13	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	31	362	8.56	12.09
Targeted Achievement Gap Group	31	362	8.56	8.91
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	21	299	7.02	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	8	54	14.81	16.34
Economically Disadvantaged	31	362	8.56	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	2	39	5.13	3.23

2015 ESEA SCHOOL REPORT

District:	OSCEOLA SCHOOL DISTRICT	**Superintendent:**	MICHAEL COX	**LEA:**	4713705
School:	OSCEOLA STEM CHARTER	**Principal:**	CHRISTEL SMITH	**Address:**	112 N. SCHOOL STREET
Grade:	5 - 8	**Attendance:**	95.44	**Address**	OSCEOLA, AR 72370
Enrollment:	390	**Poverty Rate:**	100.00	**Phone**	(870) 563-2150

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	8

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

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

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

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

Report created on: 01/07/2016

District:	OSCEOLA SCHOOL DISTRICT	**Superintendent:**	MICHAEL COX		Report created on: 10/29/2014
School:	OSCEOLA STEM CHARTER	**Principal:**	ELLOUISE TUBBS		
LEA:	4713705	**Grade:**	5 - 8		**% Prof/Adv.**
Address:	112 N SCHOOL STREET	**Enrollment:**	383	**2014 Math + Literacy**	53.8
Address:	OSCEOLA, AR 72370	**Attendance:**	94.76	**2013 Math + Literacy**	56.1
Phone:	870-563-2150	**Poverty Rate:**	89.56	**2012 Math + Literacy**	

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT PRIORITY

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	383	393	97.46	383	393	97.46
Targeted Achievement Gap Group	333	336	99.11	333	336	99.11
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	308	314	98.09	308	314	98.09
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	65	69	94.20	65	69	94.20
Economically Disadvantaged	331	334	99.10	331	334	99.10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	36	37	97.30	36	37	97.30

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	224	354	63.28	71.25	91.00	213	338	63.02	74.31	93.00
Targeted Achievement Gap Group	196	317	61.83	71.25	91.00	185	301	61.46	74.31	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	459	704	65.20	71.25	91.00	444	665	66.77	74.31	93.00
Targeted Achievement Gap Group	431	667	64.62	71.25	91.00	416	628	66.24	74.31	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	172	283	60.78	69.24		163	268	60.82	72.66	
Hispanic	n < 10	n < 10	n < 10	82.50		n < 10	n < 10	n < 10	100.00	
White	44	61	72.13	77.80		43	60	71.67	79.49	
Economically Disadvantaged	196	315	62.22	71.25		185	299	61.87	74.31	
English Language Learners	n < 10	n < 10	n < 10	70.84		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	4	36	11.11	24.65		7	28	25.00	33.62	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	157	354	44.35	52.00	92.00	117	347	33.72	46.49	81.00
Targeted Achievement Gap Group	134	317	42.27	52.00	92.00	98	310	31.61	46.49	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	315	704	44.74	52.00	92.00	244	674	36.20	46.49	81.00
Targeted Achievement Gap Group	292	667	43.78	52.00	92.00	225	637	35.32	46.49	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	113	283	39.93	46.79		78	276	28.26	42.23	
Hispanic	n < 10	n < 10	n < 10	82.50		n < 10	n < 10	n < 10	56.25	
White	39	61	63.93	69.96		35	61	57.38	61.72	
Economically Disadvantaged	134	315	42.54	52.00		98	308	31.82	46.49	
English Language Learners	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	4	36	11.11	24.65		3	30	10.00	15.52	

District:OSCEOLA SCHOOL DISTRICT	**Superintendent:MICHAEL COX**
School:OSCEOLA STEM CHARTER	Principal:ELLOUISE TUBBS
LEA:4713705	Grades:05-08
Address:112 N SCHOOL STREET	Enrollment:366
OSCEOLA, AR 72370	Attendance (3 QTR AVG):96.67
Phone:870-563-2150	Poverty Rate:100.00

OVERALL SCHOOL STATUS:	PRIORITY

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	373	375	99.47	373	375	99.47
Targeted Achievement Gap Group	373	375	99.47	373	375	99.47
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	289	291	99.31	289	291	99.31
Hispanic						
White	74	74	100.00	74	74	100.00
Economically Disadvantaged	373	375	99.47	373	375	99.47
English Language Learners						
Students with Disabilities	40	42	95.24	40	42	95.24

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	235	350	67.14	66.64	91.00	231	327	70.64	74.75	93.00
Targeted Achievement Gap Group	235	350	67.14	65.08	91.00	231	327	70.64	73.27	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	235	350	67.14	66.64	91.00	231	327	70.64	74.75	93.00
Targeted Achievement Gap Group	235	350	67.14	65.08	91.00	231	327	70.64	73.27	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	177	273	64.84	64.28		176	256	68.75	73.56	
Hispanic				52.38					16.67	
White	50	67	74.63	76.89		49	64	76.56	81.25	
Economically Disadvantaged	235	350	67.14	65.29		231	327	70.64	73.55	
English Language Learners				44.44					58.33	
Students with Disabilities	5	36	13.89	29.12		7	29	24.14	29.93	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	158	350	45.14	57.74	92.00	127	327	38.84	59.57	81.00
Targeted Achievement Gap Group	158	350	45.14	55.49	92.00	127	327	38.84	57.60	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	158	350	45.14	57.74	92.00	127	327	38.84	59.57	81.00
Targeted Achievement Gap Group	158	350	45.14	55.49	92.00	127	327	38.84	57.60	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	107	273	39.19	54.99		87	256	33.98	56.80	
Hispanic				47.92					16.67	
White	44	67	65.67	69.75		36	64	56.25	72.92	
Economically Disadvantaged	158	350	45.14	55.58		127	327	38.84	57.60	
English Language Learners				37.50					58.33	
Students with Disabilities	4	36	11.11	29.91		1	29	3.45	26.13	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

ARKANSAS DEPARTMENT OF EDUCATION

2013-2014 School Letter Grade Detail Report

School Letter Grade

D

181 Points Earned

4713705 - OSCEOLA STEM CHARTER
4713000 - OSCEOLA SCHOOL DISTRICT

Grade Range: 5 - 8 **Superintendent:** MICHAEL COX **Principal:** ELLOUISE TUBBS

	School Statistics	District Statistics	State Statistics
Enrollment	383	1293	471867
Econ. Disadvantaged	89.56%	90.10%	60.3%
Proficient/Advanced Literacy	63.28%	61.61%	76.55%
Proficient/Advanced Math	44.35%	49.78%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	21	97	0	118
Basic (0.25)	106	99	51.25	205
Proficient (1.0)	159	118	277	277
Advanced (1.25)	68	40	135	108
Totals			463.25	708

Weighted Performance Points Earned = (463.25/708)*100 = 65.43

Component Two: School Improvement with ESEA Options

Number of Targets Met: 0 | Number of Targets: 4 | School Improvement Points Earned: 55

	Literacy	Math	Graduation Rate
All Students	N	N	
Targeted Achievement Gap Group (TAGG)	N	N	

# Possible Targets:	Number of Targets Met: 0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)

Non-TAGG Proficiency Rate:	68.92	TAGG Proficiency Rate:	52.68
Gap Size:		16.24	
Adjustment:		0	

	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools without Graduation Rate	Overall school Score = (1.5)(Weighted Performance + Gap Adjustment) + (1.5)(Improvement)
Score for This School	(1.5)(65.43 + 0) + (1.5)(55) = 181

Point Ranges for Grades

A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180

Overall School Scores are rounded to the nearest whole number.

Districts with Similar Demographic Data

Osceola STEM Academy 2015 PARCC Score Comparisons to Schools with Similar Demographics												
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free & Reduced	Grade Low	Grade High	Literacy All	Lit EconDis	Math All	Math EconDis
5440700	KIPP DELTA PUBLIC SCHOOLS	5440702	KIPP:DELTA COLLEGE PREP SCHOOL	309	285	92.23%	05	08	18.79%	18.15%	21.28%	21.32%
3541700	PINE BLUFF LIGHTHOUSE ACADEMY	3541702	PB LIGHTHOUSE UPPER ACADEMY	70	65	92.86%	05	07	13.24%	11.11%	0.00%	0.00%
3542700	RESPONSIVE ED SOLUTIONS QUEST MIDDLE SCHOOL (	3542702	QUEST MIDDLE SCHOOL OF PINE BLUFF	57	55	96.49%	05	08	4.65%	2.38%	0.00%	0.00%
5602000	HARRISBURG SCHOOL DISTRICT	5602008	HARRISBURG MIDDLE SCHOOL	352	351	99.72%	05	08	16.62%	16.62%	11.08%	11.08%
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702012	BLYTHEVILLE MIDDLE SCHOOL	473	473	100.00%	06	08	8.84%	8.84%	4.64%	4.64%
4713000	OSCEOLA SCHOOL DISTRICT	4713705	OSCEOLA STEM CHARTER	390	390	100.00%	05	08	16.30%	16.30%	8.56%	8.56%
1702000	CEDARVILLE SCHOOL DISTRICT	1702010	CEDARVILLE MIDDLE SCHOOL	265	265	100.00%	05	08	18.26%	18.33%	15.07%	15.14%
2604000	JESSIEVILLE SCHOOL DISTRICT	2604031	JESSIEVILLE MIDDLE SCHOOL	196	196	100.00%	06	08	24.06%	24.06%	20.86%	20.86%
0903000	LAKESIDE SCHOOL DIST(CHICOT)	0903017	LAKESIDE MIDDLE SCHOOL	208	208	100.00%	06	08	27.69%	27.69%	9.23%	9.23%
6049700	LITTLE ROCK PREPARATORY ACADEMY	6049702	LITTLE ROCK PREP ACADEMY	147	147	100.00%	05	08	22.31%	21.67%	14.17%	14.29%
3502000	DOLLARWAY SCHOOL DISTRICT	3502009	ROBERT F MOREHEAD MIDDLE SCHOO	275	275	100.00%	06	08	6.22%	6.22%	8.26%	8.26%

Charter School/Surrounding District Enrollment Comparison

Osceola STEM Academy

2015-2016 Enrollment Percentages

Two or More Races	0.51%
Asian	0.77%
Black	82.56%
Hispanic	1.03%
Native American/Native Alaskan	0.00%
Native Hawaiian/Pacific Islander	0.00%
White	15.13%

2014-2015 Student Status

Free/Reduced	100.00%
Special Education	11.28%
LEP	26.00%
Title I	100.00%

Osceola School District

2015-2016 Enrollment Percentages

Two or More Races	1.85%
Asian	0.62%
Black	79.00%
Hispanic	1.69%
Native American/Native Alaskan	0.00%
Native Hawaiian/Pacific Islander	0.00%
White	16.85%

2014-2015 Student Status

Free/Reduced	100.00%
Special Education	11.15%
LEP	0.31%
Title I	99.54%

Osceola STEM Academy																
2014-2015 Discipline Data																
Disciplinary Infractions									Disciplinary Actions							
Type	Total	Black	White	Male	Female	FRL	SPED		Type	Total	Black	White	Male	Female	FRL	SPED
Drugs	0	0	0	0	0	0	0		In-School Suspension	224	130	12	82	62	140	23
Alcohol	0	0	0	0	0	0	0		Out-of-School Suspension (non-injury)	145	103	13	71	46	117	19
Tobacco	0	0	0	0	0	0	0		Expelled	0	0	0	0	0	0	0
Truancy	21	17	4	8	13	21	2		Expelled for Weapons	0	0	0	0	0	0	0
Student Assault	2	0	0	0	2	2	0		Corporal Punishment	301	182	10	134	60	190	11
Staff Assault	0	0	0	0	0	0	0		Other	111	95	5	42	60	102	12
Knife	0	0	0	0	0	0	0		No Action	0	0	0	0	0	0	0
Handgun	0	0	0	0	0	0	0		Alternative Learning (full year)	2	2	0	2	0	2	0
Rifle	0	0	0	0	0	0	0		Expelled for Drugs	0	0	0	0	0	0	0
Shotgun	0	0	0	0	0	0	0		Expelled for Dangerousness (non-injury)	0	0	0	0	0	0	0
Club	0	0	0	0	0	0	0		Expelled for Dangerousness (injury)	0	0	0	0	0	0	0
Gangs	0	0	0	0	0	0	0		Out-of-School Suspension (injury)	0	0	0	0	0	0	0
Vandalism	1	1	0	0	1	1	0		Alternative Learning (less than year)	0	0	0	0	0	0	0
Insubordination	115	91	5	57	40	96	13		***Please note that some racial, ethnic, and group categories were not included in this chart because they are not represented within the student enrollment count.**							
Disorderly Conduct	491	280	16	180	119	293	31									
Explosives	0	0	0	0	0	0	0									
Other	55	43	4	36	11	47	9									
Bullying	41	34	5	23	18	40	5									
Fighting	57	44	6	27	24	51	5									
TOTAL	**783**	**510**	**40**	**331**	**228**	**551**	**65**		**TOTAL**	**783**	**512**	**40**	**331**	**228**	**551**	**65**