

2012-2013 Application Cycle

ADE

Evaluation and

Applicant

Responses

The Academies at Jonesboro High School
Jonesboro Public Schools

THE ACADEMIES AT JONESBORO HIGH SCHOOL

District: Jonesboro Public Schools
Grade Levels: 10-12
Student Enrollment Cap: 1,800
Address of Proposed Charter: 301 Hurricane Drive, Jonesboro, Arkansas 72401

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED (Partially Meets Standard)

- Explain how the proposed model would lead to improved student learning and the achievement of state education goals.

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES (Meets Standard)

- Confirm that all students who reside in the district will be allowed to attend and that an amendment to the charter will be requested of the State Board of Education well before the enrollment cap is reached.
- Confirm the understanding that a lottery is only used when more students apply to the school than can be accommodated and that all students who reside in the district will be admitted.

The applicant also should be prepared to address any other issues raised by Charter Review Council members.

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

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

EVALUATION RUBRIC AND RESPONSES

Name of Proposed School: **THE ACADEMIES AT JONESBORO HIGH SCHOOL**

Sponsoring School District: **JONESBORO**

Part 1: PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

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

Strengths
Concerns and Additional Questions

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing;
- A thorough description of the results of the public hearing; and
- Copies of any documents or presentations distributed at the public meeting.

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

Strengths
Concerns and Additional Questions

STANDARD 2 OF APPLICATION: MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is, manageable and measurable.

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

Strengths

Concerns and Additional Questions

Explain the ways in which the achievement of the mission will be measured.

Upon further review of the school's proposed mission statement, the following mission statement will be presented instead of the original statement.

The mission of the Academies at Jonesboro High School is to provide a high quality, research-based education for all students in order to equip them with the essential skills necessary to be successful in today's changing global community. Through strong partnerships with business and community stakeholders, the Academies at Jonesboro High School will ensure high achievement in all subjects through an expanded curriculum and the use of data-driven methods to evaluate and implement proven instructional strategies. The Academies at JHS will foster respect for global diversity and maintain a commitment to create exceptional opportunities for the educational growth of every child.

This mission statement will be measured through many different sources. The provision of high-quality, research-based education will be documented through teacher lesson plans, through PLC agendas and minutes and through documentation of Professional Development on proven instructional strategies such as KAGAN strategies, Mike Mattos RTI Training, Peer Observations and work with Marzano's effective instructional practices. Community involvement and business partnerships will be documented and measured through student internships, teacher externships and through documented hours of sponsor and business partner donated time in classrooms, and extracurricular academy related activities. Student Achievement will be measured through EOC testing scores, other standardized testing including universal screeners in both Literacy and Math, student individual grades and graduation rate. TAGG and "All" Student groups scores will also be documented as a measurement of how the school model will reduce the gap of learning. Formative and summative assessments will be used to further document the level of student achievement as well as the levels of student engagement and true learning. The school master schedule for each Academy will serve as the documentation and measurement of the expansion of the school curriculum over the course of the Charter. This expansion will include many more offerings over the maturity of the academy model in the school, many with a more global and far reaching vision for the school. While the new school model will offer expanded academic options for the students, extracurricular opportunities will not be neglected with the goal of offering more professional and service opportunities for the students.

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

Concerns and Additional Questions

Explain the clear option for students that will be provided in the charter school.

Through the creation of the Academies at Jonesboro High School, students will be presented the opportunity to fully engage in the educational process by targeting their educational focus on a chosen academy path of learning and therefore increasing their own engagement and personal responsibility for their future.

Describe the plan for school improvement that addresses the ways in which the charter school will improve student learning and meet state education goals.

The Academies at Jonesboro High School will provide students the opportunity to have more and more clearly defined input into the selection of their paths of study during the 10-12 school years. This will allow the students to choose their educational path with a more direct focus on their future college or career goals and in turn will foster stronger levels of student engagement in the student's classes and programs of study.

The provisions in the proposed charter for the school will allow for quality time for planning for each teacher (both cross-curricular and departmental) during the school day with a more flexible schedule for PLC meetings with departments as well as for each academy. Students will be provided a more in depth, individualized intervention/remediation period during the flexible schedule (i.e.: Late start day) that will allow teachers to work with students for point in time remediation and interventions that will directly impact their learning.

The charter will also provide opportunities for our students to experience a more real-world understanding of the inter-relationships between subjects, tandem taught, that are normally separated by school bells. They provision for teacher class loads to be slightly higher will accommodate these tandem-taught courses and the possibilities of course combinations are a strength in the academy model that is proposed.

Through project based learning and presentations, students at this school will be exposed to multiple opportunities to have their work showcased in front of business leaders, community and school stakeholders as well as their own peers. The skill set that will be acquired and polished by the students through these public and semi-public presentations will be a direct connection to the skills required for student success in their post-secondary goals.

Through the flexibility of community partners in education coming into the regular and extended classroom setting, students will garner invaluable experience firsthand through the real-world vision and mentorship of the academy sponsors and community support.

By offering additional upper level courses, students are more engaged in their learning through their opportunities for choice and will provide them with a better world view in their chosen academy path.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
<p>Clarify how core courses will be included as part of the academies.</p> <p>Each Academy will provide all core courses for all students within that academy. The faculty will be placed in academies teaching assignments to meet the needs of the projected enrollment of that particular academy. Any courses that are considered to be “global” will be available to all students across all academies. Courses that do not warrant more than three sections will be placed in an academy, but the students will be allowed to “cross” academies to have open access to all courses.</p> <p>The applicant states that on Monday students attend 8 periods at 43 minutes each. This equates to 344 minutes. Verify that the required amount of seat time will be achieved. This is the current bell schedule for the 2012-13 school year which is a modified A/B block with a “Fast Track” Monday with all 8 periods meeting for shorter periods of time. 7 periods are 43 minutes each, while one period is 60 minutes for a total of 361 minutes of instructional seat time each day.</p> <p>The proposed bell schedule for the 2013-14 school year under the proposed charter will be a rolling A/B Modified Block with 4 courses meeting each day and the schedule alternating each week to meet the required time for Carnegie Units. The “Fast Track” day will not be used for this coming school year, as the students, teachers and parents are all extremely happy with the full modified block schedule.</p>		

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

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

Evaluation Criteria:

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

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

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

Strengths
Concerns and Additional Questions
<p>Provide evidence that the staff of the Academies at Jonesboro High is prepared to implement the requirements and timeframe of the Common Core State Standards.</p> <p><i>During the 2012-13 school year, JHS has partially implemented CCSS in all departments.</i></p> <p><i>The JHS English Department began to work with Ken Stamatis during the 2010-11 to align curriculum with College Board standards to increase the rigor of all courses in grades 10-12. During the 2011-12 school year, the focus of Mr. Stematis’ work shifted to include the history and science departments in conjunction with the English department for the coming CCSS implementation.</i></p>

Throughout the school during the 2012-13 school year, all three departments continue to meet regularly and work closely with Mr. Stematis to develop and teach lessons that are based strictly on common core state standards.

Beginning in the 2012-13 school year, the Math and English Departments chose to utilize the CCSS alignment for all TLI (The Learning Institute) Interim assessments. This provided the students and teachers opportunities to become familiar with online testing format as well as enhanced multiple choice items as well as more in-depth writing events.

All other JHS PLC departments have also begun to develop these same types of lessons to be prepared to fully implement the Common Core State Standards for the 2013-14 school year.

Therefore, all teachers of the Academies of Jonesboro High School will be fully ready to implement the CCSS in compliance with the state mandated timeline.

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
<p>Please explain what actions your district will take when enrollment nears the student enrollment cap.</p> <p>If the Academies at Jonesboro High School nears the student enrollment cap of 1800 students grades 10-12, a public, random lottery selection process will be in place to address accommodate the maximum number of students possible. All students that do not gain entry to the school through this lottery placement will be placed on a waiting list and addressed as room becomes available.</p> <p>The Applicant failed to provide assurances for a random lottery selection process as required by the rubric.</p> <p>The Academies at JHS will incorporate a random, lottery selection process as required by the state when school enrollment begins to near the enrollment cap of 1800 students in grades 10-12.</p>		

STANDARD 8 OF APPLICATION: STAFFING PLAN

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
<p>Define "significant, substantive, and strong experience in education."</p> <p>The Qualifications for Administration, as this statement pertains to, require experience in the educational administrative field that demonstrates a record of strong positive impact on the culture and curricular needs of the school. Candidates for administrative positions should have substantial evidence of support of school improvement efforts and support of student achievement through strong leadership qualities. Minimal requirements for this position will be a current Arkansas Administrative license in the secondary school range and advanced terminal degrees in the field of education are a plus.</p> <p>Provide a staffing plan that clearly outlines both the types and numbers of positions to be filled at the school.</p> <p><u>Administration:</u> 1 Executive Principal 3 Academy Principals Total: 4 administrative positions.</p> <p><u>Teachers:</u> 10FTE English teachers, 8 FTE Math teachers, 8 FTE Social Studies teachers, 8 FTE Science Teachers, 6 FTE Fine Arts teachers, 5 FTE Business Teachers, 1 FTE Family/Consumer Science Teacher, 1 FTE PE/Health Teacher, 4 FTE Foreign Language Teacher, 9 FTE Special Education teachers Total: 60 FTE Certified Teachers</p> <p><u>Counselors:</u> 3 FTE School Guidance Counselors</p>		

Data Processing/Secretarial Positions:

7 FTE Secretarial positions

Security:

1 FTE School Resource Officer

2 FTE Security Personnel

Nurse:

1FTE School Nurse

Cafeteria Staff:

1FTE Cafeteria Manger

12 FTE Cafeteria Associates

Custodial:

10 FTE Custodial/Maintenance

- Note that all salary schedules are attached to the proposed charter as stated in the budget/financials section of the review committee.

STANDARD 9 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		
<p>Verify that applicant will comply with all state and federal special education regulations. As stated on page 16, the school and district will comply with all aspects of IDEA, 504 designations and IEP implementation as required by both state and federal special education regulations. This will continue in the same manner that is verified under the current school setting with the district providing a Director of Special Education Services to continually monitor and ensure the compliance of the school with all required law and statutes. Students will be provided with various levels of support through the Special Education program designed for each individual student to best meet that student's needs and to provide the least restrictive environment for the education of each child.</p> <p>Discuss the instructional program to be offered to meet the needs of bilingual students and students who are English language learners.</p> <p>Current ELL and bilingual students are served through a variety of venues varying on their level of language acquisition. District level ELL directors continually monitor the progress of our identified ELL students and adjust their curriculum to best fit the needs of the students. Support is provided through individualized ReadingSmart programs, through seminar course work and individual remediation/ interventions by trained ELL personnel and teachers within the academy. This program of support will be continued and enhanced in the academy model by providing more flexibility and the ability to tailor the student's schedules to better meet their needs and to comply with all federal and state laws and mandates regarding the implementation of student LEPs.</p>		

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		

STANDARD 11 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
		X
Strengths		
Concerns and Additional Questions		

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Legal Comments

1. Requested Waivers:

a.) Ark. Code Ann. §§ 6-15-213 ("Course considered as taught under certain circumstances") and 6-15-214 ("Advanced placement course counted as core curriculum course taught"); Standard 9.03.4.1 of the Standards for Accreditation (requiring credit in oral communication for graduation): Waiver of Ark. Code Ann. §§ 6-15-213 and 214 is not necessary to integrate graduation credit for oral communication with other courses; therefore, no waiver of these statutes will be granted in the absence of another rationale. Standard 9.03.4.1 will be waived only to the extent necessary to allow this credit integration.

Ark. Code Ann. §§ 6-15-213 ("Course considered as taught under certain circumstances") and 6-15-214 ("Advanced placement course counted as core curriculum course taught") will not be asked for waiver consideration. Only Standard 9.03.4.1 will be sought for waiver consideration and only in the extent necessary to allow the oral communications curriculum to be integrated into courses taught throughout the academy model and demonstrated through the numerous presentations required by the academies.

b.) Standard 10.01.5 of the Standards for Accreditation: The Standards do not contain a section 10.01.5, so it is presumed this is intended to be a request for waiver of Standard 10.01 ("Required time for instruction and school calendar"). The Applicant should clarify why this waiver is sought, what specific variance is sought for the number of instructional days, and what the specific schedule will be for the "late arrival day". So long as the total number of instructional days equals or exceeds 178 days, and so long as the length of instructional time per day averages six hours, no waiver of this Standard is necessary for the proposed "late arrival day". To effectuate this waiver, the district should also request a waiver of Ark. Code Ann. § 6-16-102 and § 6-18-211, or adjust its calendar and daily schedule to meet the requirements of these sections.

No variance is sought for the number of instructional days, with the proposed calendar included in the proposed Charter showing 178 instructional days in alignment with state regulations. The specific schedule for the "late arrival day" is also shown on the 2013-14 proposed bell schedule included in the proposed charter. This variance allows for individualized student intervention and remediation on this day during the set aside block of time each Wednesday. While the Late start day will show only 315 minutes of instructional time one day a week, the other 4 days of block schedule will provide the students at total of 375 minutes of instructional time each day, 15 minutes over the required 360 minutes per day. This collectively will provide the students with more than adequate instructional time (375 minutes, 4 days a week and 315 minutes, 1 day per week = 1815 minutes of instructional time per week) to meet the weekly minimum instructional seat time (360 minutes

per day, 5 days per week = 1800 minutes of instructional time per week). While we are requesting flexibility to offer this time of intervention and remediation for our struggling students, it will in no way require any students to be deprived of weekly minimal seat time, but will rather provide more than the required number of minutes per week of instructional time.

c.) Standard 10.02.5 of the Standards for Accreditation ("Class size and teaching load"): The Applicant failed to articulate an alternative maximum class size or teaching load, meaning the school would have no limits should a waiver be granted. The Applicant should identify an alternative maximum class size and teaching load, or otherwise no waiver will be granted.

Maximum proposed teaching load requested is for 180 students per teacher to accommodate courses to be taught in tandem with like/supportive simultaneous courses.

d.) Standard 14.03 of the Standards for Accreditation (regarding required clock hours for units of credit): Waiver will be granted to the extent necessary to allow for simultaneous classes, and to allow for the integration of oral communication graduation credit with other courses.

e.) Standard 15.03 of the Standards for Accreditation ("Licensure and renewal"): Though the Applicant stated an intent to waive licensure rules, the Applicant failed to request waiver of Ark. Code Ann. §§ 6-15-1004 ("Qualified teachers in every public school classroom"), 6-17-309 ("Certification to teach grade or subject matter – Exceptions – Waiver"), 6-17-401 ("Teacher license requirement"), 6-17-902 ("Arkansas Teachers' Salary Law – Definition"), and 6-17-919(a)(1) ("Warrants void without valid certificate and contract"); ADE Rules Governing Waivers for Substitute Teachers; and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher. If no waiver is sought of these statutes and rules, the Applicant's teachers may be required to be licensed.

- Even if Applicant is granted a waiver from the licensure requirements, the Applicant will still be required by federal law to hire only Highly Qualified teachers in core academic subject areas (English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art). Any teacher who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers, except for the licensure requirement.
All Core Academic Teachers will be HQT in their area of teaching assignment.
- The ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
All ACTAAP testing guidelines will be maintained and procedures pursuant to these testing protocols will be strictly adhered to with HQT certified teachers administering all tests.

- All teachers and school personnel must submit to the criminal background and central registry checks.
All district and school personnel will submit to criminal background and central registry checks.
- It is noted that the Applicant has not requested waiver of Ark. Code Ann. §6-17-302, requiring the school to have a properly licensed principal.
The school does not seek waivers for having a properly licensed Principal or assistant principals.

This waiver request is specifically to allow outside professionals (i.e.: licensed nurses, licensed architects, practicing lawyers, etc...) to teach in conjunction with HQT teachers in the classrooms to provide real world experiences and deep community and stakeholder involvement to the newly proposed academy model. Students gain the most benefits from the infusion of the professional community in all aspects of their chosen academy

- f.) Standards 9.03.4.2 and 14.02 of the Standards for Accreditation (regarding required science courses): Because 9.03.4.2 allows districts to offer other science courses with ADE approval, no waiver of this Standard is necessary, and no waiver will be granted. The State Board is prohibited by law from waiving graduation requirements; therefore, before Standard 14.02 may be waived to allow the substitution of the two proposed courses for graduation credit, the Applicant must document and demonstrate that the two proposed courses (1) are equal or greater in rigor to the courses required by Standard 14.02; and (2) are or will be approved through the Department's course approval process.
Courses requested to be allowed as the third science credit are both approved by the state Department's course approval process and being taught in the school for the 2012-13 school year.

Concerns and Additional Questions

State the maximum number of students that will be served by one teacher.
A Maximum of 180 students per day to be served by one teacher will allot for cross-curricular taught courses to have larger numbers in the course, with both teachers being assigned to all students, to facilitate the students receiving credits in these simultaneous classes.

Define "manageable numbers of students."

A maximum of 180 students per day will be defined as a "manageable" number of students.

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Legal Comments
Concerns and Additional Questions

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
Concerns and Additional Questions

FINANCIAL/BUDGET COMMENTS:

~~Partially meets standards~~ MEETS STANDARD

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

Concerns and Additional Questions:

Applicant should clarify number of positions budgeted for Administration and Regular Classroom Instruction. Staffing plan did not include required number of positions or explain. Amounts provided for salaries budgeted cannot be verified.

Administration:

1 Executive Principal

3 Academy Principals

Total: 4 administrative positions.

Teachers:

10FTE English teachers,

8 FTE Math teachers,

8 FTE Social Studies teachers,

8 FTE Science Teachers,

6 FTE Fine Arts teachers,

5 FTE Business Teachers,

1 FTE Family/Consumer Science Teacher,

1 FTE PE/Health Teacher,

4 FTE Foreign Language Teacher,

9 FTE Special Education teachers

Total: 60 FTE Certified Teachers

Counselors:

3 FTE School Guidance Counselors

Data Processing/Secretarial Positions:

7 FTE Secretarial positions

Security:

1 FTE School Resource Officer

2 FTE Security Personnel

Nurse:

1FTE School Nurse

Cafeteria Staff:

1FTE Cafeteria Manger

12 FTE Cafeteria Associates

Custodial:

10 FTE Custodial/Maintenance

- Note that all salary schedules are attached to the proposed charter as stated in the budget/financials section of the review committee.

Applicant should clarify budgeted amounts under Regular Classroom

Instruction for purchased services, Supplies & Materials and Equipment.

Purchased Services, Supplies and Materials and Equipment are all budgeted based on the previous year's expenditures in this area. These include the departmental budget requirements for regular classroom operations and teaching supplies.

Applicant should provide reasoning for budgeted amount for ALE purchased services. Is this current contract amount for school district?

Amount is a contracted amount with the County Wide ALE (SUCCESS School) for the school. This is set by the school board and is a county wide, budgeted amount.

Applicant should clarify number of positions for special education. Staffing plan did not include required positions.

9 FTE Special Education positions

See Staffing plan above and in Section 8 Responses.

G/T position listed as .01 FTE? Is this error? Please clarify.

The G/T position is a district level position that is the director of the Pre-AP/AP and Gifted and Talented program for the district. This is the only designated "G/T" position that is tagged in the APSCN reporting system. While the High School does provide all levels of Pre-AP and AP level course work in most departments (14 AP offerings) and Pre-AP offerings in all subject areas, and AP coordinator is one of the duties of one assistant principal, there is not a designated "G/T" position at the High school. The 0.01 FTE is the budgeted amount for our portion of the District level director, who is our gifted and talented director as well as the district level AP coordinator.

Applicant should clarify 4 positions budgeted for Guidance Counselor.

Staffing states 3 positions.

Three Guidance counselors are budgeted for in the staffing plan. The fourth position is the guidance secretary. This should have been included in the secretarial positions rather than in the guidance counselors positions. This has been adjusted and corrected in the before mentioned Staffing plan in Section 8 responses.

Applicant should clarify amounts budgeted under Food Service for supplies and materials and equipment.

Supplies and Materials budgeted for include consumable foods and materials.

Equipment is used to replace/refurbish equipment as needed on a yearly basis.

Applicant should clarify number of positions budgeted for Maintenance and Operation, Pupil Transportation, Food Service, Data Processing, and Substitutes. Staffing plan did not include required number of positions.

All positions are now outlined in exact FTE positions in the above mentioned Staffing plan in section 8 responses.

Pupil transportation is only 3.04FTE contracted directly to the High School, while all other pupil transportation is budgeted on the district level, not through the school operating budget.

Substitutes are not set with a specific number of positions. This is documented and budgeted through the district office as well. At the High School, classified staff substitutes are allotted a \$2,000 budget for the 2012-13 school year and certified staff substitutes are allotted a \$105,000 budget.

The applicant does not include budgeted amounts for property or content insurance. Please clarify.

Property and Content Insurance is budgeted on the District level as a District "lump sum" and paid out of district funding, not out of the school operating budget.