

Farmington Career Academies

PART A - GENERAL INFORMATION

School District: Farmington School District

Grade Levels: 10-12

Enrollment Cap: 650

Address of Proposed School: 278 West Main Street, Farmington AR 72730

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing
- Evidence of public support exhibited at the hearing
- Documentation of required notice published to garner public attention to the hearing
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Partially Responsive

Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting" The Meeting was held on August 25, 2014. Newspaper notice was published on August 8th, 13th and 20th. Please provide any additional documentation available that shows compliance with §6-23-201.

We took the term "weeks" as the three weeks leading up to the meeting which would be the "week" of the 4th, 11th, and 18th which is why we ran notices on August 8th, 13th, and 20th. Our local paper (Washington County Enterprise-Leader) only runs on Wednesdays.

We had a school board meeting on July 28th in order to inform and seek approval of pursuing the Conversion Charter application. We made a request to the paper to run the article but when the article/posting did not appear we immediately called the regional paper (Northwest Arkansas Times) and purchased an advertisement to comply with our interpretation of getting the notice published that "week".

The best time for our meetings are Mondays which is why we chose August 25th. The following Monday was Labor Day and the Monday after that was the day before the application was due. We tried to schedule it on a day that would attract the most people. We also posted the meeting date on our school marquee, the Farmington High School Facebook page, posted it on the school website, and announced it at the July School Board Meeting.

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Partially Responsive – FULLY RESPONSE (BASED ON RESPONSE)

Concerns and Additional Questions

ESEA Data provided does not match the ESEA Data found on the 2013 ESEA Reports. Review and provide accurate data.

Portions of the ESEA Data were left blank. This information can be found on the 2013 ESEA Reports and the 2013 Report Card. Review and provide the missing information.

DISTRICT DATA			
District Name	Farmington		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-13 2013 Report Card Percent Graduated
All Students (Combined)	80.46	81.12	96.3
Targeted Achievement Gap Group	62.58	76.97	91.5

African American	16.67	68.75	100
Hispanic	52.38	82.14	87.5
White/Caucasian	82.10	81.23	96.7
Economically Disadvantaged	72.92	76.93	92.3
English Language Learners/ Limited English Proficient	RV	RV	66.7
Students with Disabilities	16.67	65.05	88.2

CAMPUS DATA-CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Farmington		
Campus Name	Farmington Career Academies		
Grade Levels	10 th -12 th Grades		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-13 2013 Report Card Percent Graduated
All Students (Combined)	80.46	81.12	96.3
Targeted Achievement Gap Group	62.58	76.97	91.5
African American	16.67	68.75	100
Hispanic	52.38	82.14	87.5
White/Caucasian	82.10	81.23	96.7
Economically Disadvantaged	72.92	76.93	92.3
English Language Learners/ Limited English Proficient	RV	RV	66.7
Students with Disabilities	16.67	65.05	88.2

CAMPUS DATA-HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Prairie Grove		
	Prairie Grove High School		
	9 th -12 th Grades		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-13 2013 Report Card Percent Graduated
All Students (Combined)	79.91	86.28	88.0
Targeted Achievement Gap Group	66.67	82.78	81.3
African American	RV	100.00	100.0
Hispanic	100.00	81.48	83.3
White/Caucasian	79.94	86.71	87.7
Economically Disadvantaged	68.75	82.42	81.5
English Language Learners/ Limited English Proficient	RV	RV	50.0
Students with Disabilities	32.29	79.17	76.9

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

C5: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Describe the locations and facilities where the career pathway classes will be held

Explain how it is determined which pathway a student will take. Explain if there is a cap on the number of students that can enroll in each pathway, and if so, describe the process if a student chooses a pathway that is already at its enrollment cap.

Describe how students will complete all of their core curriculum classes while completing the career pathways.

Provide a timeline for the full implementation of all of the career paths.

Explain the process and procedures that will be used for bringing in instructors and business members to donate their time in the classrooms.

Provide a description of the school day including the academies and what a typical day would look like for a charter student.

Explain what it means to be a "CCRPP Completer" and how it will benefit students.

- A. Our school is in the process of building a new 10th-12th grade campus and many of the career pathway courses that we are planning to implement will be incorporated into the building of the new campus. This process will be very meticulous in its development. We are maintaining the career pathways while planning to add the Orientation to Teaching pathway which we applied for last week. Future pathways such as Broadcast Journalism, Automotive or Diesel Mechanics, or Health Occupations will be added with the addition of the new facility.

- B. In 9th grade, students will take a Keystone class in which they will complete a six year plan to outline their courses through high school AND their plans for the first two years after high school. Based upon their career interest students, will also be assigned to an academy which is an umbrella of career interests but does not exclusively contain career pathways for every student. Being placed in a career academy will help place students in more specific mentor groups
- C. Even though a student is placed within a career academy of interest, they will still complete all of the course work required for graduation. Any career pathway courses will be completed in conjunction with core curriculum classes and not “in lieu of”.
- D. We are still in the process of developing our career programs. We have applied this year to implement Orientation to Teaching I next year and then the other courses during the following years. As our new high school is built we are planning to request pathway approval for Broadcast Journalism in either 2015 or 2016. Since the time of this application’s submission, we have been in discussion with Arkansas Tech University about partnering with them to teach some classes on our campus that would help be a pipeline into their career finishing program (letter of support has been attached to this response). They are willing to provide the curriculum and a discount towards tuition in exchange for using our trained staff to teach the course. The academy selection would begin in 2015-16 but being a member of an academy does not mean that a student has to complete the career pathway coursework. Academy selection just places a student into an interest umbrella and eventually a more specialized Mentor Group.

2015-16	Orientation to Teaching I
2016-17	Orientation to Teaching II
2016-17	Fundamentals of TV*
2017-18	Internship (Teaching and Training)
2017-18	Intermediate TV*
2018-19	Advanced TV*
2019-20	TV Lab*
*Possible	

- E. We are looking to start slowly with this process by utilizing staff that are currently employed by the district to teach some classes within the first couple of years. Specifically, we would like to utilize our school nurse to teach any health related classes or our school resource officer to teach law enforcement classes or a Street Law class for which we received course approval this past summer. As we expand this program to include community business members to teach a class then we would have an interview process with the sponsoring business to discuss expectations, appropriate behavior, and teaching strategies. School safety is of utmost importance so we would either ask them to pay for the required background checks and fingerprinting or this cost would be covered by the district. As we develop mentor groups which are overseen by a staff member and would meet

once per month, business members would follow the same policies and procedures established by the district's volunteer policy. We are looking to add these volunteers as we pursue and develop business partnership relationships within our regional business community.

- F. Our school day within the Farmington Career Academies will not be very different from a typical school day. The day will consist of four 90 minute block periods with an Advisory period consisting of 20 minutes. Our future facilities will separate the academies by classrooms as much as possible. Over time the main difference that each academy will display is a tailoring of instruction not only within specialized classes unique to that career interest but also within the core classes as well. For example, for students that are in the PRIME academy we would like to tailor instruction within the core courses to accommodate their needed skills. While teaching all of the required state standards, in English we would like to use more reading materials such as technical manuals, schematics, etc. that would be relevant to their career field. That same English class would accommodate relevant reading selections in the CORE academy (service industries) and the ACE academy (business/arts). Eventually, this would be the main difference in the teaching of the core courses in the academy system.

The daily schedule would only change if the waiver in which we requested a late start day once per week is granted. Students would still attend four classes but that hour late start would allow students to receive remediation instruction, enrichment instruction, or make-up missed assessments three times per month. Then during the fourth week we would have our community business volunteers meet with our Mentor Groups to provide exposure in career specific job skills, expectations and instruction about ethics and professionalism, and assistance in developing a resume or interview skills.

- G. College and Career Readiness Planning Program (CCRPP) completer allows students to take a series of courses along a particular career pathway in order to prepare a student for that career beyond high school.

C6: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C7: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C9: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

C10: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation

Criteria:

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

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law

- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C16: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C17: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C18: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C19: WAIVERS

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

sC20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

**Farmington Career Academies
Waivers Requested in Original Application
2014 District Conversion Application**

1. Professional Development

Ark. Code Ann. § 6-17-701 et seq.

Section 15.04 of the ADE Rules Governing the Standards for Accreditation

ADE Emergency Rules Governing Professional Development

To the extent that a waiver is necessary, the Applicant requests a waiver of the above-referenced statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors (see Teacher Licensure waiver request below) to meet the state's teacher professional development requirements.

Legal Comments: This waiver is not necessary. Professional development is only required for educators holding a license.

Remaining Issues: None

2. Physical Education (withdrawn)

Ark. Code Ann. §6-16-132

Section 9.03.4.9 (“Physical Education”) of the ADE Rules Governing the Standards for Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules. The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within another course to be provided by the conversion charter school. The Applicant ensures that students will receive instruction concerning the required material in the Physical Education class meeting or exceeding all state curriculum requirements, specifically through embedding the course content from its Physical Education class within its Marching Band class.

Legal Comments: Rationale should be provided on how this waiver will help the applicant meet its goals. Based on the information provided, it appears only a waiver of Standard 9.03.4.9 is necessary. Applicant should clarify whether Marching Band will be required for all students. If Marching Band is not required for all students, describe how

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Information provided by Applicant is in italics.

other students will receive physical education instruction meeting all Arkansas Frameworks.

Response: *We have decided not to pursue this waiver.*

Remaining Issues: None

3. Physical Education (2nd waiver) (withdrawn)

Ark. Code Ann. §6-16-132

Section 9.03.4.9 (“Physical Education”) of the ADE Rules Governing the Standards for Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The Applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules. The Applicant is asking for a waiver of that requirement only for those students that compete on the school's Golf, Volleyball, and Tennis teams, as those sports teams have practice and competitions which occur outside the school day.

Legal Comments: Rationale should be provided on how this waiver will help the applicant meet its goals. Applicant should clarify whether it intends to embed the physical education curriculum. The Charter Authorizing Panel lacks the authority to this waiver unless the applicant ensures that all frameworks will be taught in an embedded class. If the Applicant intends to embed the frameworks, only waiver of Standard 9.03.4.9 is necessary.

Response: *We have decided not to pursue this waiver.*

Remaining Issues: None

4. Licensure

Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919

Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation

ADE Rules Governing Educator Licensure

The Applicant is requesting a waiver from the above-listed statutes and rules, to the

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Career Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community. Internship instructors must also be accounted for in this waiver as this will require many teachers to actively supervise and mentor in various areas of certification. Specifically, we are requesting a waiver for our School Nurse who is a licensed professional (she is an RN) to teach classes about medical professions, medical terminology, and/or anatomy and physiology classes. Additionally, we are requesting that our School Resource Officer that is a member of the Farmington Police Force be allowed to teach an Introduction to Street Law class (upon approval from the ADE). We would also like to request this waiver to account for Internship Instructors to actively supervise and mentor students in various areas of certification. These instructors will be working with manageable numbers of students in this program.

Legal Comments: None

Remaining Issues: None

5. Planned Instructional Day

Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation

We propose to modify our schedule to include a late start to classes on Wednesday mornings. We propose to use the 8:00-9:00 hour to provide remediation for students who did not score Proficient or Advanced on state tests OR for classroom remediation within a given subject. This time can also be used to provide a standard make-up testing period so that students can be scheduled to take an exam and not miss instructional time by having to make-up a test during class. We would also like to use this period to provide enrichment opportunities such as tutoring, study hall, ACT Prep, or extra AP instruction. Each block class would be decreased by 15 minutes on that day in order to formulate this late start period. Students that score proficient or advanced on their EOC or Literacy tests (and do not require bus transportation) could begin class at 9:00 AS LONG AS they do not require test make-ups, etc.

Legal Comments: Applicant should provide rationale of how this waiver will help it achieve its goals. In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

Response: *This waiver will help our students on multiple levels:*

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Information provided by Applicant is in italics.

- 1. The remediation component will help our students receive more individualized instruction during the normal school operating hours. Due to time constraints, many students are not able to come in before school or after school to receive more direct instruction so this opportunity would allow students to receive remedial instruction and skill development for identified state standardized test skill deficiencies and local course skill deficiencies. This period could also be used for some students to make up exams and assessments if they missed them previously without missing more instructional time.*
- 2. The enrichment component will allow students to receive a variety of specialized services to help student achievement. For example, students could receive enriched instruction on ACT Prep strategies. Because this is a seasonal test, it is usually not feasible to offer this as a course during the school day but by offering a specialized time where students could focus on the English, Reading, Math, or Science portions then students have more flexibility in individualized instruction. As stated above, students do have difficulties in attending before school or after school sessions. This enrichment time could also help in Advanced Placement classes as well.*
- 3. One of our goals with the Career Academies is to have mentor opportunities for our students to meet in small specialized groups with community professionals to discuss the skills needed within that occupation. Other benefits will include their perspective on offering advice on future courses, helping students build a resume, conducting mock interviews, and helping to establish professional networking and “soft skills”. We see this Career Mentoring Group time as an opportunity not only to develop these attributes and skills within our students but also develop stronger ties to our business stakeholders.*

Remaining Issues: In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

DESEGREGATION ANALYSIS: Fully Responsive