



**ARKANSAS
DEPARTMENT
OF EDUCATION**

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**

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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 SIATech 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.

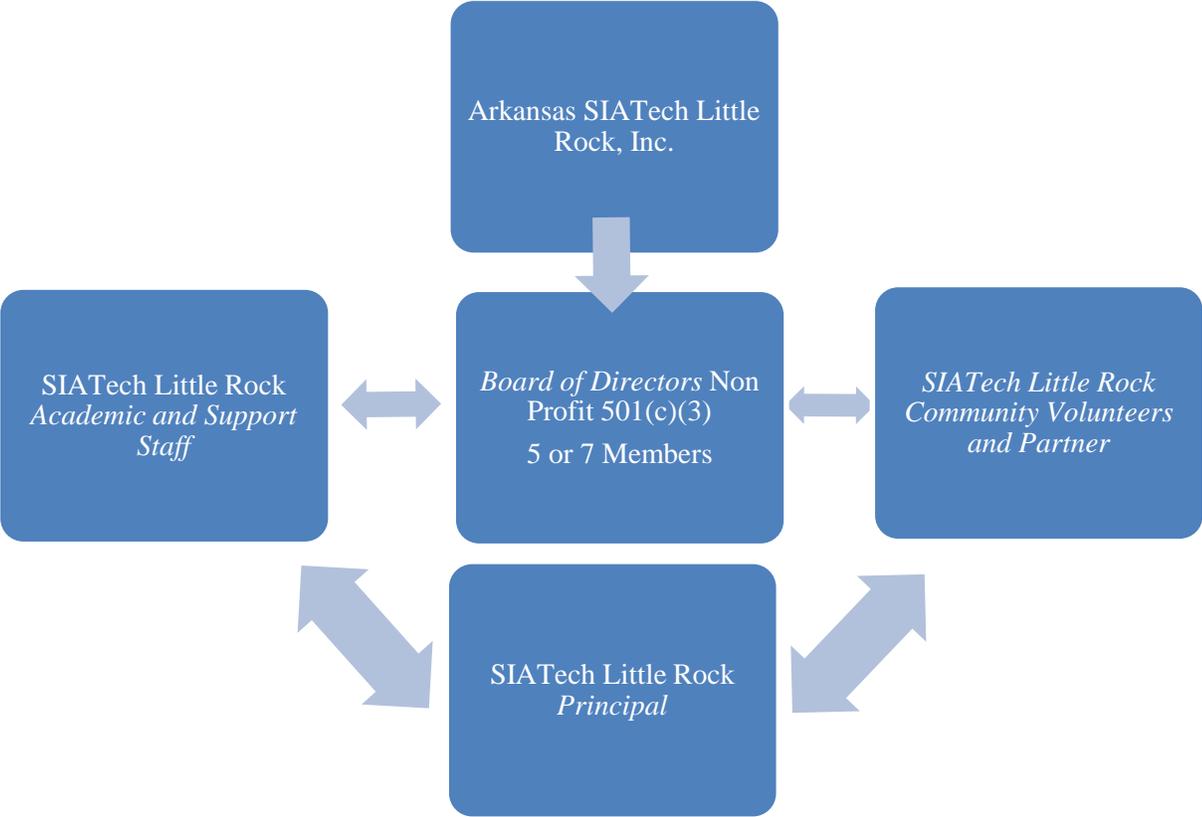
The Board has the authority to authorize any Officer or agent of the Corporation, in addition to the Officers authorized by the Bylaws, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation. These may be issues that are general in scope or may be confined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

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

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 Number Enrolled	Number Left Without Completing the High Grade Offered	Total % Left Charter	% Left for Oth Arkansas Char	% Left for Arkansas Traditional Publi School	% Left for Arkansas Priva School	% Left for Hor 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 Lunch	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 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:

Resignations

- 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						
Type	Total	Race		Gender		Group
		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

Type	Total	Race		Gender		Group
		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%

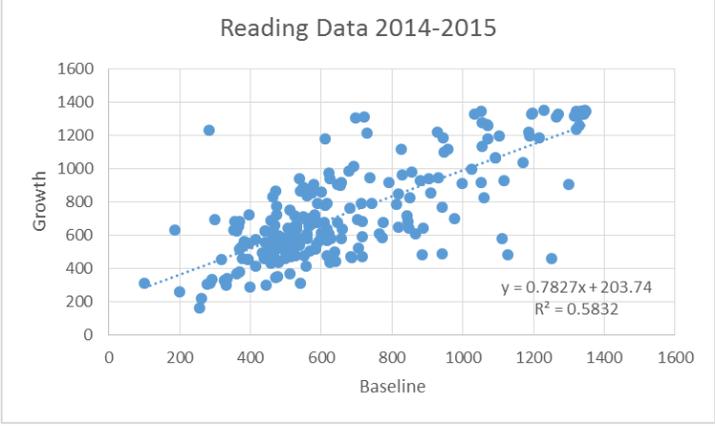
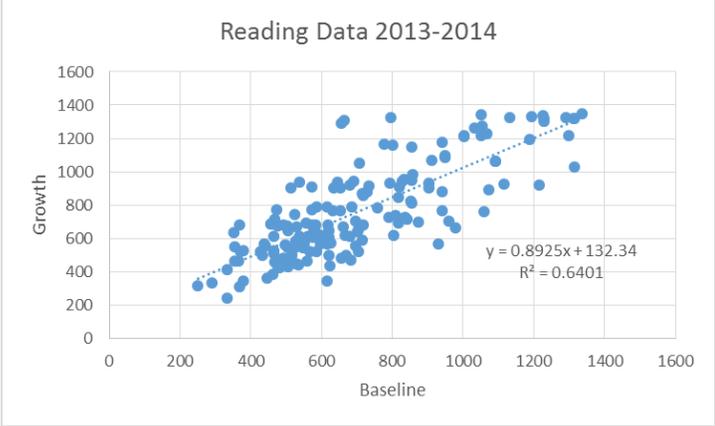
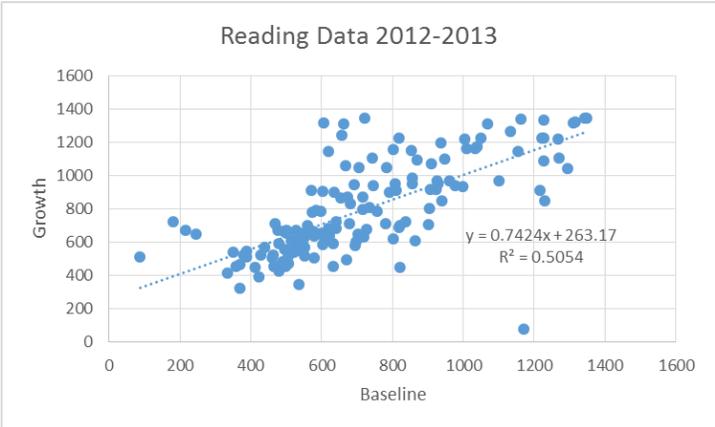
See Attachment 1.1 for student data

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)				Reading (All)			
	Assessments Taken	Met or Exceeded	%		Assessments Taken	Met or Exceeded	%
2012-13	41	19	46%	2012-13	147	65	44%
2013-14	48	22	46%	2013-14	169	78	46%
2014-15	31	12	39%	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 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			2013-14			2014-15		
300+ days enrollment	n	%	300+ days enrollment	n	%	300+ days enrollment	n	%
<i>Made Gain</i>	14	67%	<i>Made Gain</i>	23	82%	<i>Made Gain</i>	4	50%
<i>Decreased</i>	2	10%	<i>Decreased</i>	2	7%	<i>Decreased</i>	1	13%
<i>Same</i>	5	24%	<i>Same</i>	3	11%	<i>Same</i>	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			2013-14			2014-15		
Graduates	n	%	Graduates	n	%	Graduates	n	%
<i>Made Gain</i>	19	68%	<i>Made Gain</i>	36	86%	<i>Made Gain</i>	11	65%
<i>Decreased</i>	3	11%	<i>Decreased</i>	2	5%	<i>Decreased</i>	4	24%
<i>Same</i>	6	21%	<i>Same</i>	4	10%	<i>Same</i>	2	12%

2012-13			2013-14			2014-15		
All Students	n	%	All Students	n	%	All Students	n	%
<i>Made Gain</i>	22	69%	<i>Made Gain</i>	44	86%	<i>Made Gain</i>	18	69%
<i>Decreased</i>	3	9%	<i>Decreased</i>	3	6%	<i>Decreased</i>	4	15%
<i>Same</i>	7	22%	<i>Same</i>	4	8%	<i>Same</i>	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%

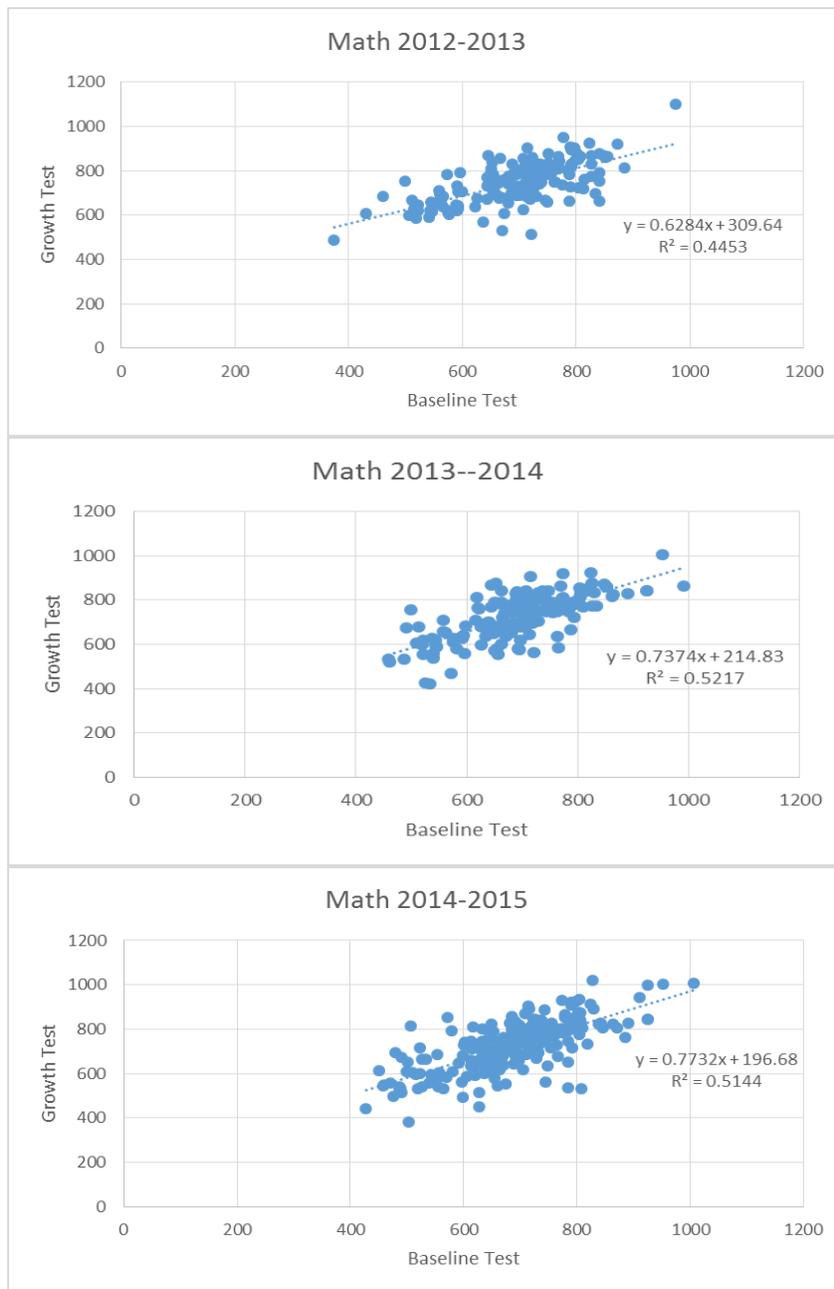
A STAR Math assessment consists of 24 multiple-choice questions. The first 16 questions assess numeration concepts and computation; the following 8 questions assess word problems, estimation, statistics, charts and graphs, geometry, measurement, and algebra. Questions are selected from a bank of more 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)				Math (All)			
	Assessments Taken	Met or Exceeded	%		Assessments Taken	Met or Exceeded	%
2012-13	42	29	69%	2012-13	154	95	62%
2013-14	46	28	61%	2013-14	166	76	46%
2014-15	31	15	48%	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.

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

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

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 Network¹, 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

The tool to be used to measure Attendance;

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

The level of performance that will demonstrate success in Attendance

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

Students will determine their level of Hope, Engagement & Well Being

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

The level of performance that will demonstrate success in the Gallup Poll

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

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

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 waiver.
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 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
6-17-2403	Minimum teacher compensation schedule
6-18-213(f)	Policy of dropping a student who is absent from daily attendance 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 Class for More than Thirty (30) Consecutive Days and for Granting Waivers

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

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

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- Home
- Administration
- Results
- Education

District: Year: Level: School: Subgroup:



Little Rock Gains & Achievement Levels(ALL)

Subjects	Gain Ratio* Value-Added					Achievement					#Students
	2015	2014	2013	2012	2011	2015	2014	2013	2012	2011	
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

The Value-Added Analyses Network

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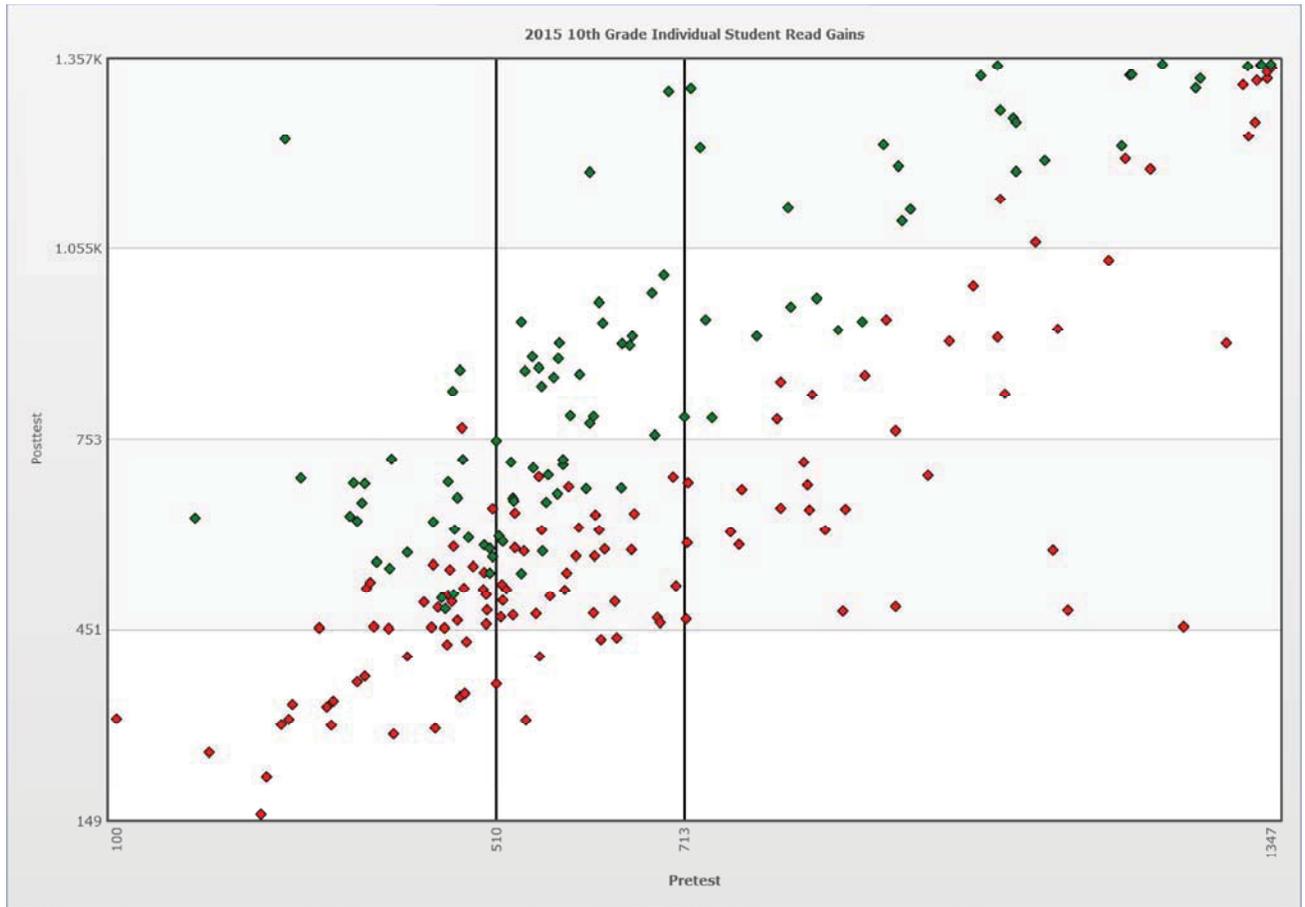
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District:
 Year:
 Level:
 School:
 Content:

2015 Individual Student Read Gains by Grade

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

(*) Indicates graph shown



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Students who were below/above expectations

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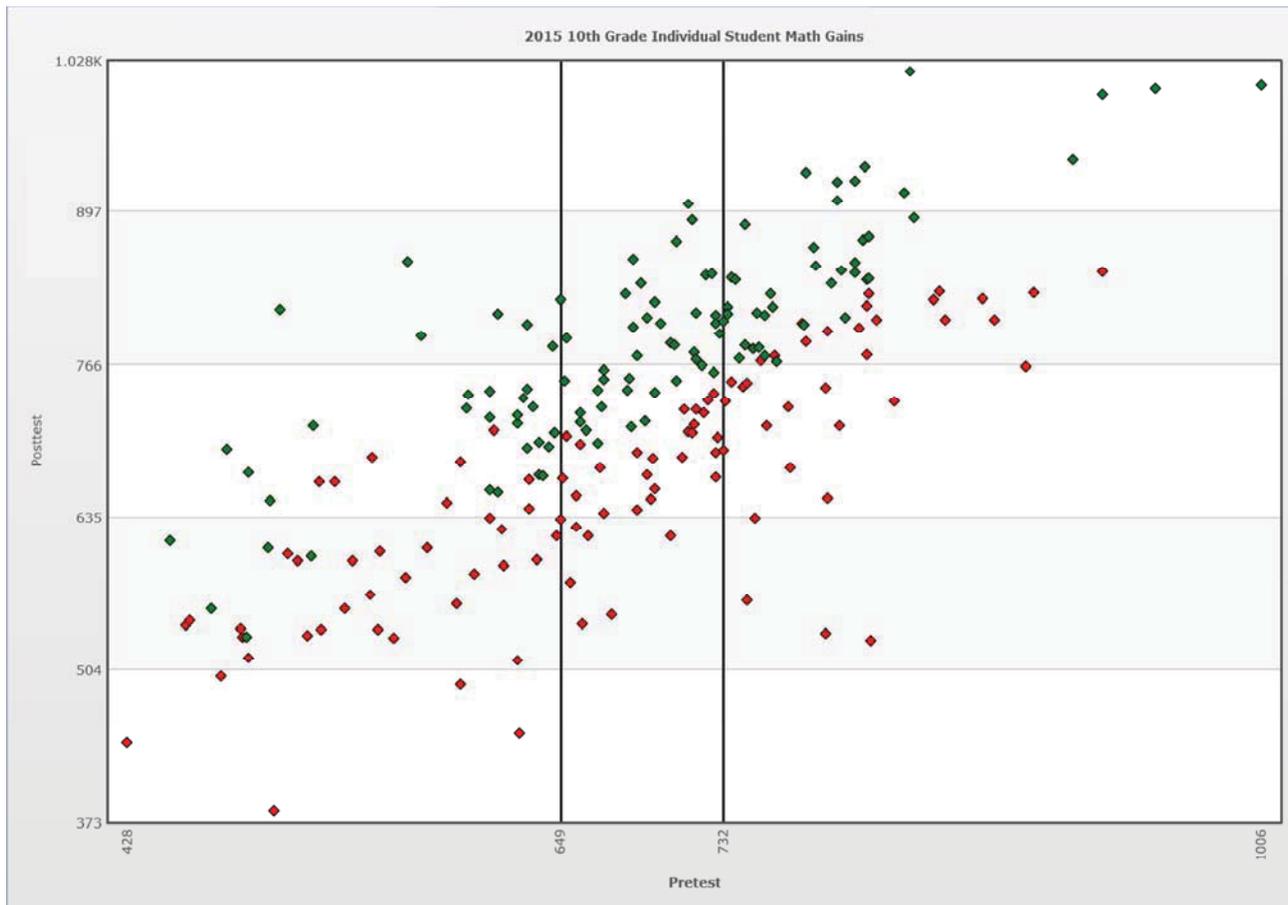
- Home
- Administration
- Results
- Education

District:
 Year:
 Level:
 School:
 Content:

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
10 *	218		48%	52%	-	+	+

(*) Indicates graph shown



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2012-13 Value Added Analysis for Math and Reading

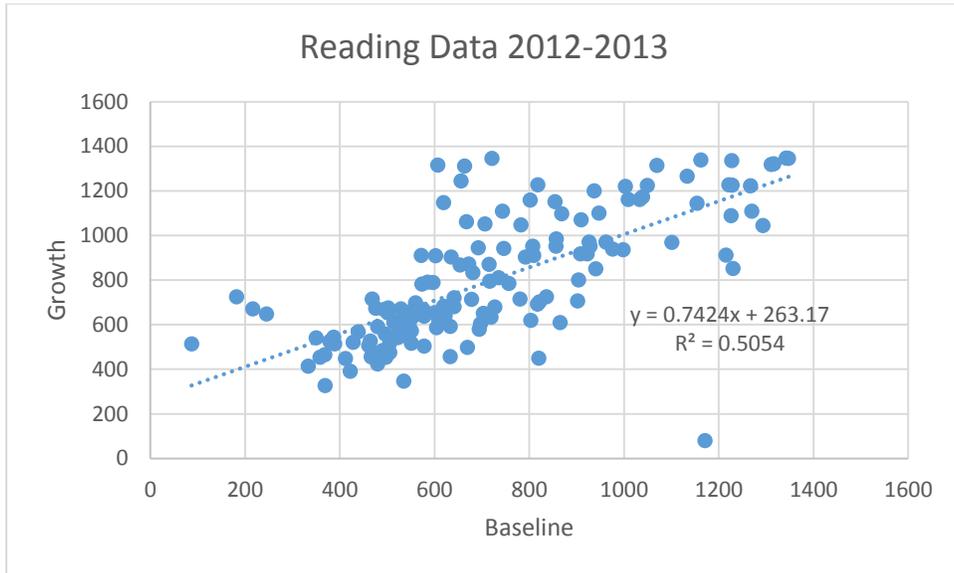
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2013	1109011026	read	1228	1226	1285	NO	0	Met Growth Goal	65	0.442177	44.20%
2013	1109010515	read	656	1244	773	YES	1				
2013	1109010748	read	672	872	678	YES	1				
2013	1109010871	read	792	903	847	YES	1				
2013	1109011027	read	464	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

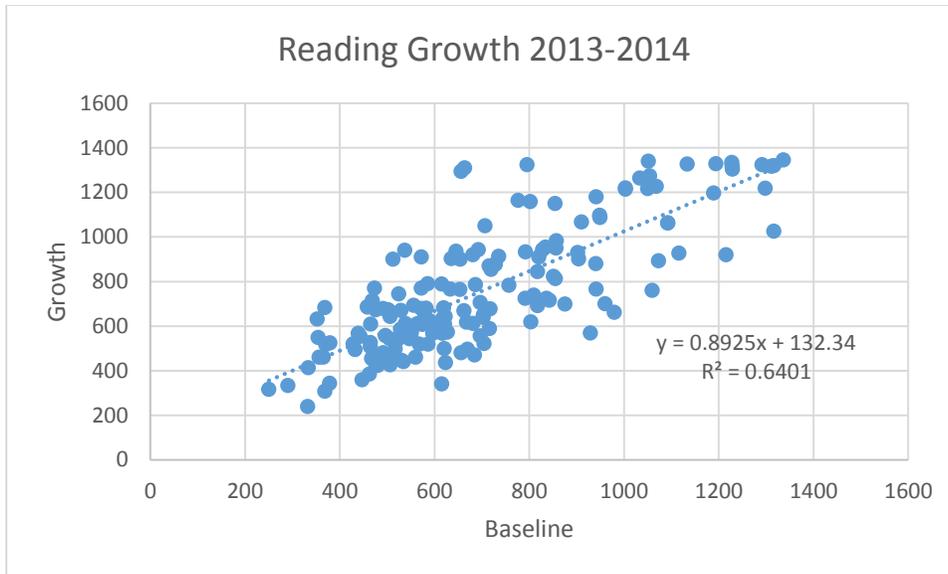
2013-14 Value Added Analysis for Math and Reading

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

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

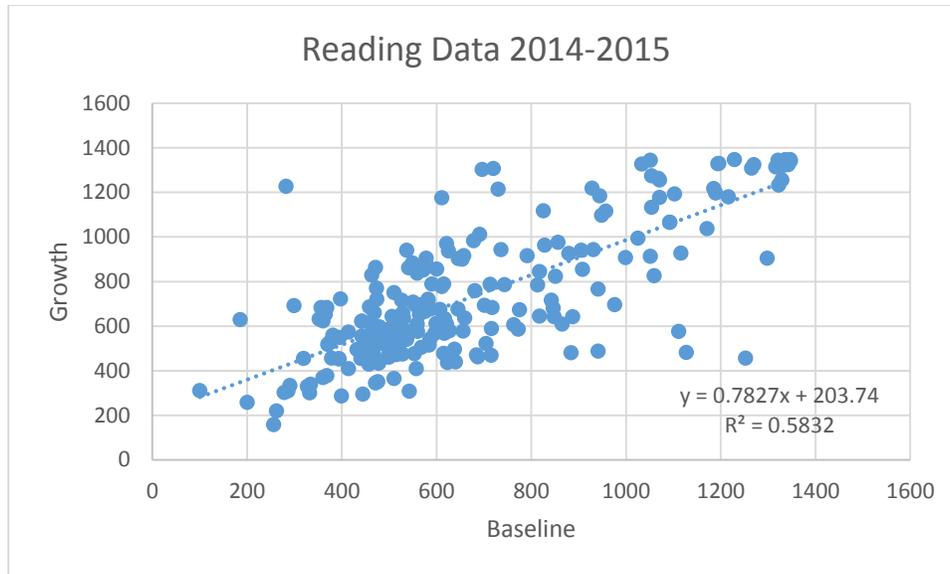
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10371	read	500	483	526	NO	0
2015	10319	read	941	488	949.5	NO	0
2015	10201	read	332	301	556	NO	0
2015	1109011074	read	1033	1328	1135	YES	1
2015	10244	read	1025	995	1072	NO	0
2015	10030	read	615	478	773	NO	0
2015	10402	read	1051	914	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

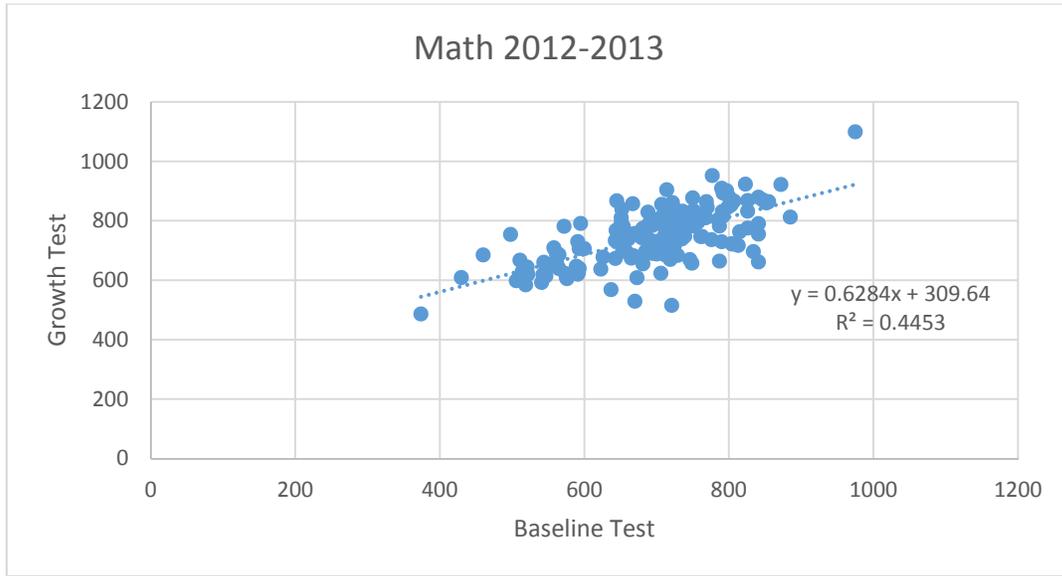
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation					
2013	1109011026	math	852	860	875	NO	0	Met Growth Goal	95	0.616883	62%
2013	1109010515	math	689	788	730	YES	1				
2013	1109010748	math	565	686	608	YES	1				
2013	1109010871	math	723	808	742	YES	1				
2013	1109010210	math	649	726	682	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

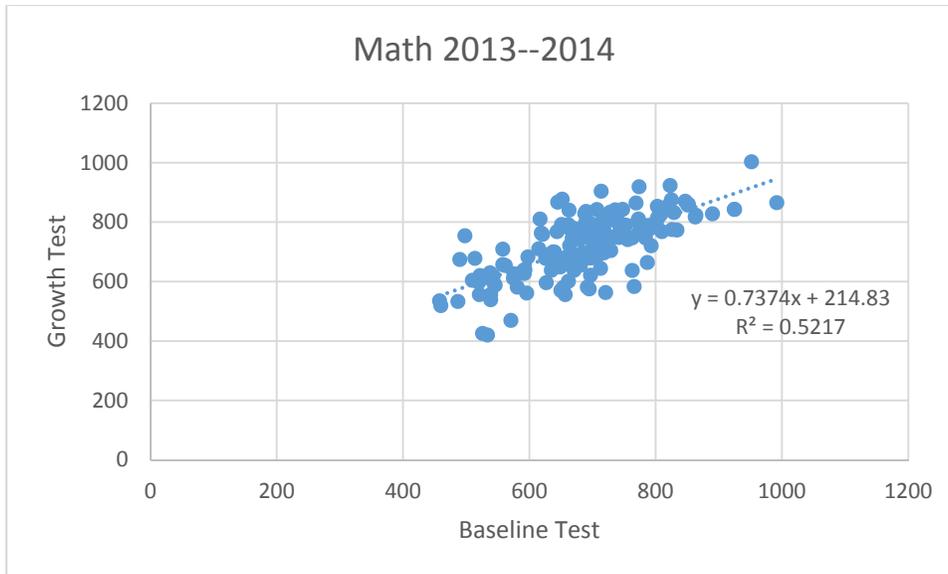
2013-14 Value Added Analysis for Math and Reading

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

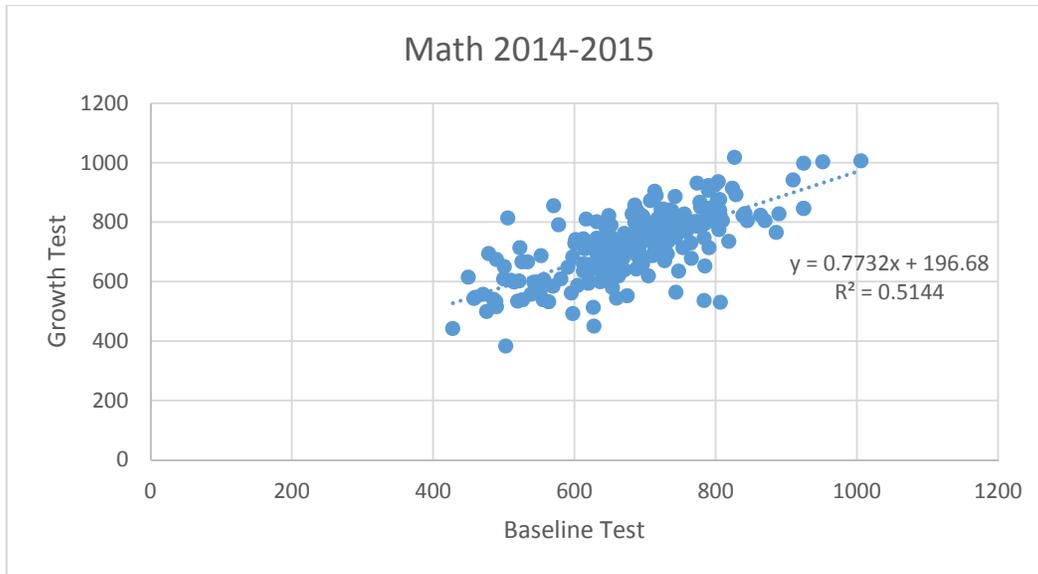
year	id	subject	Baseline	Growth	predicted	Met Growth Expectation	
2015	10201	math	458	543	559	NO	0
2015	1109011074	math	718	811	736	YES	1
2015	10244	math	688	691	718	NO	0
2015	10030	math	657	627	730	NO	0
2015	10402	math	765	730	775	NO	0
2015	10186	math	886	765	908	NO	0
2015	10291	math	476	499	559	NO	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



SIATECH Writing Assessment Cover Sheet

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)
	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)
	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

	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)
	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.

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

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.

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

$$\beta_{1j} = \gamma_{10} + u_{1j} \quad u_{1j} \sim N(0, \tau_{10}) \quad (2b)$$

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.

Hierarchical residualized gain model

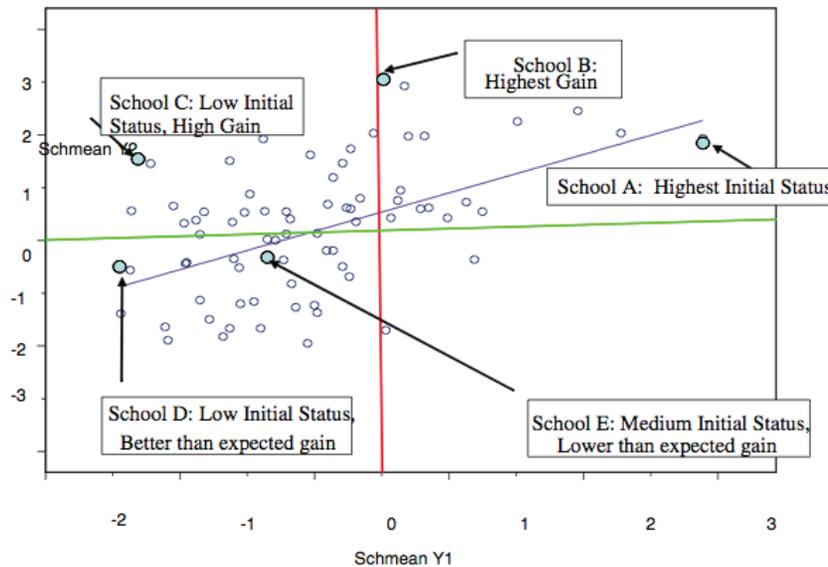


Figure 1. Hierarchical residualized gain model

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, α_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:

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

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).

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

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

$$\frac{1}{\mu_{\alpha_i}} \left(\sigma_{\alpha_i}^2 \frac{\mu_{Y_{2i}}^2}{\mu_{\alpha_i}^2} + \sigma_{Y_{2i}}^2 - 2\rho \sigma_{\alpha_i} \sigma_{Y_{2i}} \frac{\mu_{Y_{2i}}}{\mu_{\alpha_i}} \right) \quad (3)$$

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

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

Conclusion

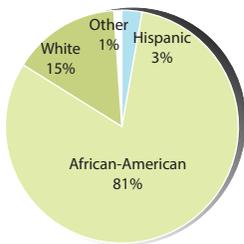
Statistical growth models make it possible to evaluate and compare the quality of schools that have widely different student populations. This is a marked departure from conclusions drawn from studies that claimed to show that a student's socioeconomic status and demographics, rather than teachers and 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.

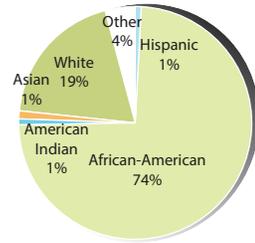
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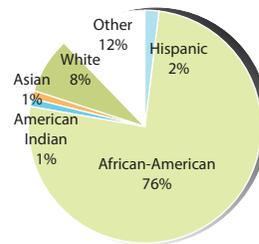
Gap Data



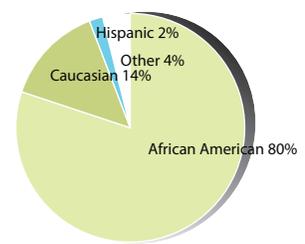
student ethnicity
Students who exited in the 2011-12 school year (n = 260)



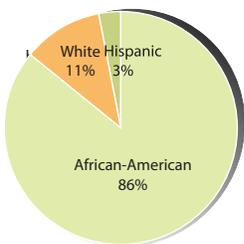
student ethnicity
Students who exited in the 2012-13 school year (n = 181)



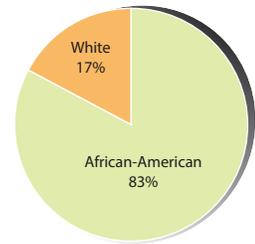
student ethnicity
Students who exited in the 2013-14 school year (n = 176)



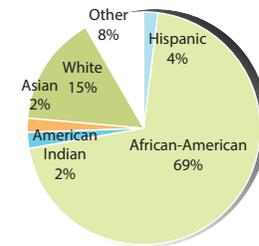
student ethnicity
Students who exited in the 2014-15 school year (n = 206)



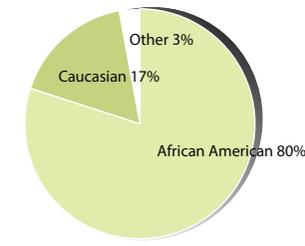
graduate ethnicity
Students who exited in the 2011-12 school year (n = 35)



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

Principal

Printed Name/Position

December 17, 2015

Date

